

URBAN/MUNICIPAL

CAY ON HBL W26

A38

1996

AGENDA
OF THE
PROGRAM COMMITTEE

JAN. 16, 1996

URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1996

AGENDA

PROGRAM COMMITTEE

1996 01 16

URBAN MUNICIPAL

Confirmation of the minutes of the regular meeting of 1995 12 13.

JAN 15 1996

GENERAL

GOVERNMENT DOCUMENTS

BUSINESS ARISING OUT OF THE MINUTES:

1. Proposal for the Evaluation of Special Education Programs Pages 1 to 8
2. Review Committee – Policy and Procedures for the Selection of Learning Resources
– Requested by Trustee Korz
3. Referred motion [at 1995 12 21 Board]:

"That the recommendations of the Central Review Committee – Policy and Procedures for the Selection of Learning Resources be brought for approval to the Program Committee."

4. Verbal Update re Action Plans – Magnet Schools

NEW BUSINESS:

1. April Meeting Date Page 9

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Resolution from the Board of Education for the City of Etobicoke re increased pre-service training in music for generalist elementary teacher candidates
[Referred at 1995 12 21 Board] Pages 10 to 12

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

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Program Department

Département de programmes

1996 January 16

TO: Chairman and Members
 Program Committee

FROM: E. G. Bond, Superintendent of Program

RE: **PROPOSAL FOR THE EVALUATION OF
 SPECIAL EDUCATION PROGRAMS**

REPORT: **INFORMATION/DECISION**

Background:

During the Summer and Fall of 1995, members of the Psychological Services Department developed a proposal for the evaluation of Special Education programs.

The data source for the current project was the incorporation of the Psychological Services' Database, the Special Education Student Information System, and the Assessment and Accounting Departments of The Hamilton Board of Education.

Psychoeducational Consultant Joseph Trovato, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, was responsible for compiling, analyzing and interpreting the data.

Issue:

The increase in the need for Special Education services in the last five years has prompted efforts in the field of education to examine reasons for and to predict outcomes of Special Education support. In view of the changing economic circumstance and the costs of Special Education, this proposal was developed to examine the effectiveness of Special Education programs.

Recommendation:

That the *Proposal for the Evaluation of Special Education Programs* (Appendix II) be approved and that a progress report be brought back to the Program Committee in January, 1997.

Rationale:

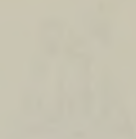
Appendix I Relevant Background Information
 Appendix II Proposal for the Evaluation of Special Education Programs

/kja
 Attachment

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APPENDIX 1

RELEVANT BACKGROUND INFORMATION

TABLE 1

Statistical Trends in the Proportion of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1994/1995)

	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Total Students	39,949	39,054	38,559	39,109	40,800
Total Exceptional	3,291	3,381	3,446	3,474	3,574
% of Total Students	8.24	8.65	8.94	8.89	8.76

- According to The Ministry of Education and Training data, 8.0% of Ontario children in publicly funded elementary and secondary schools were identified as exceptional.
- It is estimated, on the basis of assessment and financial accounting data made available by the Assessment and Accounting Departments of The Hamilton Board of Education (HBOE) for the 1994/1995 school year, that the cost of educating a regular class elementary school student was approximately \$5,300.00 for the school year. To educate an exceptional student in that same environment, the costs increased to approximately \$8,500.00. Significantly higher costs are incurred when the more complex needs of exceptional students are addressed in self-contained Special Education classes. The average annual cost of educating an exceptional student in a self-contained environment is approximately \$15,000.00 (the range varies from \$33,000.00 for an autistic student to \$9,800.00 for a GLD student).
- During the period from 1989/1990 to 1993/1994, the Ministry of Education and Training reported a small but steady movement away from self-contained Special Education classes towards integration of Special Education students into regular classes. The Ministry reported about a 1% increase in the integration of exceptional students each year for that period. By 1993/1994, the last year of study, the Ministry had identified that 60% of exceptional pupils at the elementary level were in regular classes.

TABLE 2, however, highlights a five-year trend within The Hamilton Board of Education that deviates from this overall provincial trend:

TABLE 2

Statistical Trends in Integration of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1993/1994)

	1990/1991	1991/1992	1992/1993	1993/1994
Total Exceptional	3,291	3,381	3,446	3,474
Total Regular Class	569	541	560	459
% of Total Exceptional	30	30	30	25
Ontario %	57	58	59	60

- TABLE 2 indicates that the proportion of exceptional students in The Hamilton Board of Education who were in regular programs within a similar time frame as reported in the Ontario report, was significantly less than the Ontario norm. While the Ontario report showed a steady increase in integration of about 1% annually up to the 1993/1994 school year, the trend in Hamilton for the same period, was to remain stable at 30% and then in the last year, to decline by about 5% to an overall 25% level.
- TABLE 3 illustrates, according to exceptionality, the percentage of students integrated into elementary school regular classes in both the Hamilton Board of Education and across Ontario over a five-year time frame:

TABLE 3

Percentage of Students Integrated into Regular Classes
Selected Exceptionalities: Elementary Level
Hamilton Compared to Ontario Over a Five-Year Period

EXCEPTIONALITY	HAMILTON BOARD		ONTARIO	
	1990/1991	1994/1995	1989/1990	1993/1994
Specific Learning Disability	44.0	39.0	68.0	71.0
Gifted	26.0	32.0	70.0	66.0
Intellectually Disabled-GLD	14.0	18.0	32.0	41.0
-TR	3.0	4.0	7.0	14.0
Behavioural	9.0	17.0	33.0	38.0
Speech and Language Impaired	21.0	21.0	65.0	65.0
Multiple	33.0	24.0	30.0	36.0
Autistic	15.0	46.0	Not Available	
Hard of Hearing	17.0	6.0	Not Available	
Visually Impaired	100.0	100.0	Not Available	
Orthopedic	42.0	48.0	Not Available	

- Of the 170,000 Ontario children who were identified as exceptional in 1993/1994, 48% were identified as having a Specific Learning Disability (SLD), 19% were Gifted (IG), 12% were Intellectually Disabled (GLD/TR), 8% were Behavioural (BE), 6% were Speech and Language Impaired (CS), 3% were Multiple Exceptionality (MU), and 1% were Autistic (CA).
- Within the Hamilton Board of Education, the following trend was noted in the five-year span from 1990/1991 to 1994/1995:

TABLE 4

Statistical Trends in the Proportion of Selected Exceptionalities
The Hamilton Board of Education (1990/1991 - 1994/1995)

EXCEPTIONALITY	YEAR OF STUDY				
	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Autistic	0.4	0.5	0.6	0.6	0.9
Hard of Hearing	0.5	0.5	0.5	0.6	0.6
SLD	43.3	45.2	45.7	47.0	48.4
Speech and Language	4.8	4.9	5.4	5.8	6.2
Total Communication:	49.0	51.1	52.2	54.0	56.1
GLD	20.4	17.5	15.5	14.6	13.3
TR	4.4	4.4	3.8	3.2	3.4
Gifted	18.9	19.6	21.0	21.0	21.5
Total Intellectual:	43.7	41.5	40.3	38.5	38.2
Physical/Orthopedic	1.3	1.1	1.3	1.3	1.3
Physical/Visual	0.2	0.2	0.2	0.2	0.3
Total Physical:	1.5	1.3	1.5	1.5	1.6
Behavioural	3.4	3.5	3.6	3.7	4.0
Multiple	2.2	2.5	2.4	2.2	2.1

- TABLE 5 shows a comparison between Hamilton's distribution of exceptional students for 1993/1994 and those of the province. The actual distribution of exceptional students as a proportion of the total population of exceptional students is similar, except that the Hamilton figures indicate more intellectually disabled (GLD and TR) and fewer behaviourally exceptional students as compared to the Ontario distribution. In all, Hamilton seemed to be generally following the Ontario trend for 1993/1994.

TABLE 5

Statistical Trends in the Proportion of Selected Exceptionalities in
The Hamilton Board of Education Compared to Ontario (1993/1994)

EXCEPTIONALITY	HAMILTON BOARD	ONTARIO
Specific Learning Disability	47.0	48.0
Gifted	21.0	19.9
Intellectually Disabled	17.8	12.0
Behavioural	3.7	8.0
Speech and Language Impaired	5.8	6.0
Multiple Exceptionalities	2.2	3.0
Autistic	0.6	1.0
Hard of Hearing	0.6	1.0
Visually Impaired	0.2	1.0
Orthopedic	1.3	1.0

PROPOSED FUTURE DIRECTION:

- Given the increase in the need for Special Education services during the last several years, in conjunction with the associated increases in costs, the match or mismatch of needs and available services and resources has become a topic of considerable discussion in the field of education. Interestingly, despite this debate, very little has been documented in the literature about the intellectual, academic and behavioural characteristics of students who receive this increasingly costly Special Education support. While it is true that available research has demonstrated consistently that such students display characteristic profiles of difficulty in a general sense, there is very little in the way of hard data documenting the specificity of these characteristics.
- Over the last five years, however, Psychological Services in collaboration with the Special Education Department, has endeavoured to obtain relevant data. These data have been helpful in clarifying the type of student most in need of Special Education support. Mounting evidence suggests further that these data have been quite helpful in matching these students with available services and resources.
- More specifically, research over the last five years in the Hamilton Board of Education by Psychological Services has documented that the Identification, Placement and Review Committee (I.P.&R.C.) process has been effective in identifying the various exceptionalities on the basis of very discrete and discriminating intellectual, academic and behaviour characteristics. There is also an accumulating body of evidence that the I.P.&R.C. process has been consistent in deciding placements and/or programs on the basis of the specificity of these characteristics.
- However, despite this efficiency and consistency, there is still the question of whether the process of identification, as efficient as it may be, and the process of placement, as consistent as it may be, are effective in the sense of meeting the specific needs for which the student was initially identified and placed. This is the first and foremost consideration.

- The second consideration is one of cost effectiveness. The cost of educating the "average" exceptional student in a self-contained class is almost double that of educating that same student in a regular classroom program. **The question then becomes whether there is any significant difference in the progress of a student placed in a self-contained classroom as opposed to a student placed in a regular classroom program,** bearing in mind that there has to be some controlling for the relative start points or level of severity of the condition for which self-contained and/or regular class placement recommendations were made.
- Another equally important consideration is one of **social cost, the cost of moving a student into a self-contained program away from peers and supportive friends.** This is the ongoing cost to self-esteem, personal self-concept and academic progress, all having been documented in the educational as well as psychological literature as critical to the overall outlook of a student relative to projected success.
- **Finally, there is the consideration of the need for an effective and consistent structure to document the specific criteria for returning a student who has been identified exceptional for self-contained placement back into the regular class environment, as clearly as is the case for the specific characteristics that stimulated the move to a Special Education placement initially.** This would include not only addressing the needs of the individual student, but also the needs of the regular program educator, as well as the student's peers and parents.
- With this in mind, the key questions for the future would therefore have to be:
 - (a) Are the Special Education programs effective?
 - (b) Are students in Special Education classes progressing at rates better than Special Education students placed in regular classes?
 - (c) Are students successfully transferring out of Special Education classes into regular classroom programs?
 - (d) How prepared are the regular classroom environments for successful reintegration of students who have been in Special Education placements?

APPENDIX II

PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS

1. On the basis of data generated by Psychological Services in 1991, there was very little movement in terms of Special Education identification and placement. At that time, Psychological Services found that the designation of exceptionality, whether from one exceptionality to another or whether it was from exceptional to non-exceptional, was seen to change in less than 1% of cases. In terms of placement, there was change from self-contained to regular class or from regular class to self-contained in only 9% of cases. The stability of the data relative to the percentage of students in regular classroom programs already reviewed in this paper would also seem to be further evidence of the very little movement in our Special Education system. Further investigation will hopefully clarify the movement that has been seen is in the direction of more self-contained education, contrary to the norm for the province.

Proposed Evaluation Component:

It is proposed that these data be reviewed and updated to the current school year to determine if this trend of little movement has indeed continued since our 1991 review.

2. One would assume that if students are appropriately and consistently identified and placed in programs based on the specificity of their intellectual, academic and behavioural characteristics and that our Special Education programs are effectively designed to impact on these characteristics in a significantly positive way, then one would further assume that there might be significant progress relative to the specific characteristics. Therefore, if BE students are identified and placed on the basis of their delayed behavioural characteristics, then there should be significantly positive growth in these characteristics. Similarly, if an SLD student is identified and placed on the basis of delayed academic skills, then there should be significantly positive growth in academic skills.

Proposed Evaluation Component:

It is proposed that the differences in profiles be measured on the basis of test/retest data available in the Psychological Services' database. A first run on this database indicates that there are approximately 36 test/retest cases for a non-exceptional group, 44 for a BE group, 341 for an SLD group, 64 for a GLD and 53 for Speech and Language.

It is proposed that comparisons of the non-exceptional group to the exceptional group and comparisons of the relative progress of the self-contained exceptional group to the regular class exceptional group between and within each category of exceptionality be made.

3. In terms of the specific criteria for integration into regular classrooms, this would include the needs of the accepting regular class educator, peers and parents. It would be interesting to know what the flow is between self-contained to regular class and regular class back to self-contained (a recidivism rate, if you will). A specific analysis of these situations may help clarify any critical components such as training for regular educators, awareness and training for parents and receiving peers and/or special services support systems that may be absent but necessary for successful reintegration.

Proposed Evaluation Component:

It is proposed that the recidivism rate for exceptional students be examined and reasons explored for exceptional students not remaining in the regular stream, thereby identifying any shortfalls in service to exceptional as well as regular stream students.

4. The last component that needs to be evaluated on an ongoing basis relates to whether there are differences for each group of exceptional students on the basis of outcomes in secondary school.

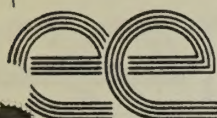
Proposed Evaluation Component:

It is proposed that secondary school outcomes for exceptional students as compared to regular class students and the differences between each of the various exceptionalities and between regular and self-contained placements continue to be examined.

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES,
 FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

APRIL, 1996

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5		
	Program ?? 18:15 French Language Section 19:00	Program ?? 18:15 French Language Section 19:00	MAUNDY THURSDAY	GOOD FRIDAY EDUCATION CENTRE CLOSED		
8	9	10	11	12		
EASTER MONDAY EDUCATION CENTRE CLOSED	Operations and Finance 18:15	17	Personnel and Organization 18:15			
15	16	17	18	19		
		Special Education Advisory Committee 19:00	Board 20:00			
22	23	24	25	26		
	Chairs 17:30					
29	30					
	French Language Section 19:00					



THE BOARD OF EDUCATION FOR THE CITY OF ETOBICOKE

Kathy Haas
Chair of the Board
Diane Cleary
Vice-Chair of the Board
John Campbell
Donna Cansfield
P.C. Choo
Robert Dobson
Pamela Gough
Suzan Hall
Gail Hanna
Glen MacNeill
Silvana Sikorski
Ruth Weir

William J. McIntosh
Director of Education
and Secretary-Treasurer
Gary Parkinson
Associate Director
Gerard De Leskie
Superintendent of
Planning & Plant
Jacqueline Kemball
Superintendent of
Personnel Services
Mary Low
Superintendent of Program
and Educational Services
Muel MacKinlay
Superintendent of Business

REFERRED TO PROGRAM AT
1995 12 21 BOARD

November 15, 1995

OFFICE OF THE

NOV 22 1995

DIRECTOR OF EDUCATION

Don Goodridge
Director of Education
Hamilton, Board of Education for the City
Box 558
Hamilton, ON L8N 3L1

Dear Don Goodridge:

Enclosed is a copy of a letter sent by the Etobicoke Board of Education to the Minister of Education and Training on November 1, 1995. The letter outlines the Board's belief that more pre-service training in music must be provided to all generalist elementary teacher candidates.

We ask that your Board endorse the enclosed motion and inform the Minister accordingly.

Yours truly,

Bill McIntosh
Director of Education
and Secretary-Treasurer

Encl.

Centre Court
Etobicoke, Ontario
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Fax: (416) 394-7397

THE BOARD OF COMMISSIONERS OF THE CITY OF BOSTON

OFFICE OF THE CLERK
CITY OF BOSTON

DATE OF THE

RESOLUTION IS 1905

NO. 12-105

RECEIVED

THE BOARD OF COMMISSIONERS
OF THE CITY OF BOSTON
RESOLVED, THAT THE
CITY OF BOSTON
DO GRANT

THE CITY OF BOSTON
DO GRANT
THE CITY OF BOSTON
DO GRANT

THE CITY OF BOSTON
DO GRANT

YOUR HONOR

[Signature]

BY THE BOARD OF COMMISSIONERS
OF THE CITY OF BOSTON

FOR



THE BOARD OF EDUCATION FOR THE CITY OF ETOBICOKE

Kathy Haas
Chair of the Board
Diane Cleary
Vice-Chair of the Board
John Campbell
Donna Cansfield
P.C. Choo
Robert Dobson
Pamela Gough
Suzan Hall
Gail Hanna
Glen MacNeill
Silvana Sikorski
Ruth Weir

November 1, 1995

Mr. John Snobelen,
Minister of Education and Training,
22nd floor, Mowat Block,
900 Bay Street,
Toronto, ON M7A 1L2

Dear Mr. Snobelen,

Over the past few months, the trustees of the Etobicoke Board of Education have been discussing elementary music programs and how they are delivered in our elementary schools. As a result, we have drafted the following motion, passed by Board on September 27, 1995, and present it to you for your consideration:

"Whereas, in the past, all graduates of Teachers' College received [year-long] training in basic music methodology or advanced music methodology, and today's teacher training candidates do not have the same opportunity;

And whereas the elementary school curriculum contains elements of music theory for which generalist teachers require a background in music to impart;

Therefore be it resolved that the Board communicate to the Minister of Education and Training and the colleges of teaching that, should the pre-service preparation program for the teaching profession be lengthened to two years following the first undergraduate degree, formal instruction to all aspiring elementary teachers should include training in basic music methodology or advanced music methodology; and

That this communication be sent to all Ontario boards of education for their information and endorsement."

Currently, in Etobicoke, we staff with music specialists to teach music to learners in Grades 6 to 8, but the responsibility for the music programs rests with the classroom teacher for learners in Junior Kindergarten to Grade 5. In September the Board supported two models of delivering music in schools with Junior Kindergarten to Grade 5 classes which would allow for the support of a teacher or teachers qualified to teach music and to act as a resource to other staff members.

William J. McIntosh
Director of Education
and Secretary-Treasurer
Gary Parkinson
Associate Director
Erard De Leskie
Superintendent of
Planning & Plant
Amuel MacKinlay
Superintendent of Business
Jacqueline Kemball
Superintendent of
Personnel Services
Mary Low
Superintendent of Program
and Educational Services

City Centre Court
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- 2 -

These staffing models will take time to implement so we wish to bring a second issue to your attention, and ask for your support for this change in teacher pre-service training. Our concern centres around the amount of music training currently given to generalist elementary teacher candidates. Teacher education programs vary widely across the province, but as a rule, most generalist elementary teacher candidates who graduate from faculties of education are unable to deliver a balanced, sequential, skill-based program of music.

Music is a distinct and unique symbol system which must be learned, much as one would learn another language. We cannot reasonably expect teachers who cannot read music, and who do not possess the knowledge and skills of the discipline, to teach what they themselves do not know.

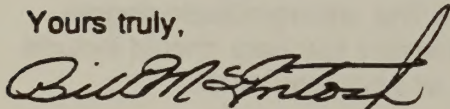
Many of our elementary teachers tell us that while they value music, they do not feel confident to teach it. They are able to set up exploratory music centres in their classrooms or provide music activities using tapes. But they report being unable to read music, teach its distinct content and skills, or assess student performance.

We wish to encourage the Ministry of Education and Training to ensure that teachers receive in-depth training in both music skills and music teaching methodology. With the newly proposed changes to teacher pre-service education, we request that you implement compulsory year-long music training for all candidates, as part of the proposed two-year program.

We believe that we have a responsibility to provide the best education for the whole child, awakening, exploring and developing each of his or her several intelligences. Music is very much a part of the education of our children and their futures.

Thank you for your consideration of this motion.

Yours truly,



W.J. McIntosh
Director of Education and Secretary-Treasurer

c.c. Boards of Education in Ontario

URBAN/MUNICIPAL
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1996

URBAN MUNICIPAL

MAR 7 1996

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1996 03 07

Confirmation of the minutes of the regular meeting of 1996 01 16.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Review Committee – Policy and Procedures for the Selection of Learning Resources
– Requested by Trustee Korz
2. Referred motion [at 1995 12 21 Board]:

"That the recommendations of the Central Review Committee – Policy and Procedures for the Selection of Learning Resources be brought for approval to the Program Committee."

NEW BUSINESS:

1. Correspondence from Stormont, Dundas and Glengarry Board of Education re support of TV/TF Ontario [Referred at 1996 01 18 Board]

Page 1

ELEMENTARY/SECONDARY

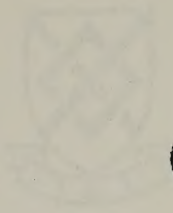
BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Report from the Officials re increased pre-service training in music for generalist elementary teacher candidates

NEW BUSINESS:

1. Peer Mediation Middle School Project and the Achenbach Student Survey
[Referred at 1996 02 15 Board]

Pages 2 to 3



OFFICE OF THE
SECRETARY OF EDUCATION
DEPARTMENT OF EDUCATION
MANILA
JAN 19 1964

Ministry of Education and Science
1964-65 School Year

Mr. John S. ...
Minister of Education and Science
Ministry of Education
Manila
Dear Sir:

I wish to refer to the ...
The Board of ...
the ...

We are the ...
a ...
responsibility ...

However, I have ...
agreed ...
of our ...
I ...

Therefore, the ...
need ...
early ...

By ...
President of ...

Very truly,

Secretary of Education

WJL

1996 03 07

TO: The Chairman and Members
Program Committee
FROM: Murray Quinn, Chair, System Safe Schools Committee
RE: PEER MEDIATION MIDDLE SCHOOL PROJECT and the Achenbach Student Survey
REPORT: Information/Decision

BACKGROUND:

As part of its plan of violence prevention, the Ministry of Education and Training invited school boards in the province to submit project proposals to extend the Peer Mediation Program into Middle Schools. In partnership with Chedoke-McMaster, our board submitted a proposal. Ours was the only proposal selected for funding by the Ministry and we were awarded a \$25,000 grant to support our work.

The collaborative Student Mediation Project was designed to support the development and evaluation of the Board's Peer Mediation Programs. The project had several goals. First, the project was designed to determine whether peer mediation programs reduce conflict in Middle Schools. Second was to determine if the programs reduce office referrals, suspensions, and related disciplinary events. Finally, the project was designed to study the potentially positive impact of membership on the mediation team on the mediators themselves.

The Achenbach Child Behavior Checklist (CBCL) was selected as a widely-used measurement tool which could address these questions. It is one of the most widely-used survey instruments in North America. Because the CBCL's scales are sensitive to shifts in the behavior of children who do not have behavioral exceptionalities, it has been used in large scale studies of normal children. Moreover, as a measure which has been used widely in area boards of education, it seemed an appropriate instrument. Completion of this questionnaire was, of course, voluntary and confidential.

Some questions in the CBCL raised concerns. Unfortunately, as the CBCL is a copyrighted and standardized measure, we are not allowed to alter and reprint the scale. Indeed, the research team contacted the author of the questionnaire, Dr. Achenbach at the University of Vermont, in an attempt to secure permission to delete these items and reprint the form. Dr. Achenbach stated that we could not alter and reprint the questionnaire.

To date this project has established peer mediation programs in two Hamilton Middle Schools. Two additional schools will have mediation teams in place by April. Of the nearly 70 parents who completed this questionnaire in our first two schools, only 1 expressed concern.

As a result of this concern a meeting was held with the Director and staff to gather information and to determine the most appropriate course of action. The Director agreed to meet personally with the parents to discuss the background information and the implementation process. This meeting was held on Feb. 7 and included Lesley Cunningham, Vince Martorelli, Peer Mediation Trainers and Implementation Team members. With the principal present, the group responded to the concerns of the parent.

The Board of Education for the City of Hamilton is widely known for its leadership in the Development and Evaluation of Peer Mediation Programs. Earlier Junior School projects demonstrated that mediators helped students resolve 90% of the disputes they intervened and contributed to a 50% reduction in playground conflict. We anticipate similar outcomes in ongoing Middle School projects. Indeed, we are hopeful that in a year's time these outcomes will have an impact on suspension data. Our results have created an even wider impact and keen interest outside of our system. Our board has received requests for information about our program from other parts of Canada, the United States and as far away as Israel.

ISSUE:

To inform the trustees about the Middle School Peer Mediation Project and plans for the use of the Achenbach Student Survey.

RECOMMENDATIONS:

1. That this report be received for information:
2. That the use of the Achenbach Student Survey be discontinued as part of the Middle School Peer Mediation Project.

RATIONALE:

The project team will rely on informal instruments rather than the formal one to measure the benefits/impact of membership on the Peer Mediation Team.

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AGENDA
PROGRAM COMMITTEE
1996 05 09

URBAN MUNICIPAL

MAY 9 1996

Confirmation of the minutes of the regular meeting of 1996 03 07.

GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Status Report follow up: Issues Facing Female Athletes
in Hamilton High Schools **Pages 1 to 10**
2. Implementation of "The Common Curriculum - Grades 1-9" Status Report **Pages 11 to 18**
3. Report of the Secondary Futures Committee re Specialized ("Magnet")
Programs and Courses in Secondary Schools **

NEW BUSINESS:

1. Adult and Continuing Education 1995 Annual Report **Pages 19 to 32**
2. Correspondence from St. Alban the Martyr Church re a pilot course
to offer Education in Religion [Referred at the 1996 04 18 Board] **Pages 33 to 34**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Report re Grade 4 Keyboarding Pilot **Pages 35 to 54**
2. Report re Middle School Review 1994-95: System Update **Pages 55 to 60**
3. Report of the Special Education Advisory Committee **Page 61
and Separate Package**

↓
coded separately
as CA4 ON HBL W26
S66

****Report will be delivered to trustees during the week of 1996 05 06.**

1970-1971

1972-1973

1996 05 09

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Status Report follow-up: Issues Facing Female Athletes in Hamilton High Schools

Report: Information

Background

This report reflects findings, and actions, of the Project Team Leader for Student Services and Community Linkage in response to a request by the Program Committee to provide a yearly update around issues facing Female Athletes in Hamilton High Schools.

Issue:

- To share follow-up information with Trustees regarding the recommendations presented in the Culminating Response to the Program Committee, February 1995.

Recommendation:

- That the follow-up report: Issues Facing Female Athletes in Hamilton High Schools be received for information.

Rationale:

During the period since the Culminating Response was made to the Program Committee in February 1995, the following have been accomplished (Appendix I):

- A: A copy of the Status Report: Issues Facing Female Athletes in Hamilton High Schools was distributed to all principals of middle schools and secondary schools for information and action.

- B: A copy of the pertinent sections of this Status Report was distributed to all physical educators at middle schools and secondary schools for information and action.
- C: A copy of the entire Status Report was given to the Co-Presidents of the Hamilton Student Athletic Council for information and action.
- D: A unanimous decision was made by middle school physical educators to correlate male/female participation in H.M.S.A.A. events to the athletic subsidies which are given to schools.
- E: Data was collected which reflects male/female participation at the secondary level for the time period 02/95 to 02/96. (Appendices II & III).
- F: Data was collected which reflects male/female participation at the middle school level for the time period 02/95 to 02/96 (Appendices IV & V).
- G: Data was collected which reflects physical education instruction, by gender, at the middle school level. (Appendix VI).
- H: There has been ongoing contact with the media to ensure that coverage has been equitable for male/female sports and athletes of the week.
- I: There has been monthly contact with the Hamilton Student Athletic Council to address perceived equity issues at the secondary school level.

These actions were all initiated as a result of the recommendations made in the Status Report of February 1995. The interpretation of the collected data, which has been mentioned in Sections E, F and G, indicates the following:

- E: HIAC Competition — data 02/95 to 02/96 male/female participation.
 - E1: Senior male/female participation data indicates an almost equitable offering of male/female HIAC opportunity in all of the twelve schools surveyed. This correlates with the data presented in 02/95. Thirteen sports offered for males, fourteen sports offered for females.
 - E2: Junior male/female participation data indicates a slightly less than equitable opportunity in HIAC competition for females. Of the twelve schools surveyed three schools offered equal opportunity, one school offered more opportunity and eight schools offered less opportunity.

F: H.M.S.A.A. Competition — 02/95 to 02/96 comparison chart.

F1: Senior male/female participation data indicates an increase in opportunities for senior girls to compete at the middle school level (H.M.S.A.A.) in all three of the team sports — Basketball, Slo-pitch and Volleyball.

F2: Junior male/female participation data indicates an increase in opportunities for junior girls to compete at the middle school level (H.M.S.A.A.) in two of the three team sports offered — Basketball and Volleyball. The participation in junior girls Slo-pitch remains the same as for 02/94 to 02/95.

These results are very promising since they indicate an overall increase of female participation, over the period 02/95 to 02/96, at the middle school level.

G: The middle school physical education instruction by gender chart shows data which was collected for the first time during the 02/95 to 02/96 period. Such data is charted because the perception was that single-gender instruction, in certain physical education programs, would be beneficial to the development of motor skills in females of this age group. This chart indicates a trend to teach males/females at the grade 7/8 levels in single gender classes whilst that same trend is not so prevalent for grade 6 students.

Summary:

Analysis and interpretation of the data indicates that:

- At the secondary school level, participation levels for males and females remain constant with those for the 02/94 to 02/95 period.
- At the middle school level, participation levels for males and females indicate a definite trend toward increased female opportunities and, therefore, more equitable comparisons.
- At the middle school level, instruction in a single gender environment could still be improved, and at the grade 6 level specifically.
- The Hamilton Student Athletic Council continues to address equity of opportunity and of celebration at the Secondary School level.
- The media continue to cover male/female events as consistently as possible.

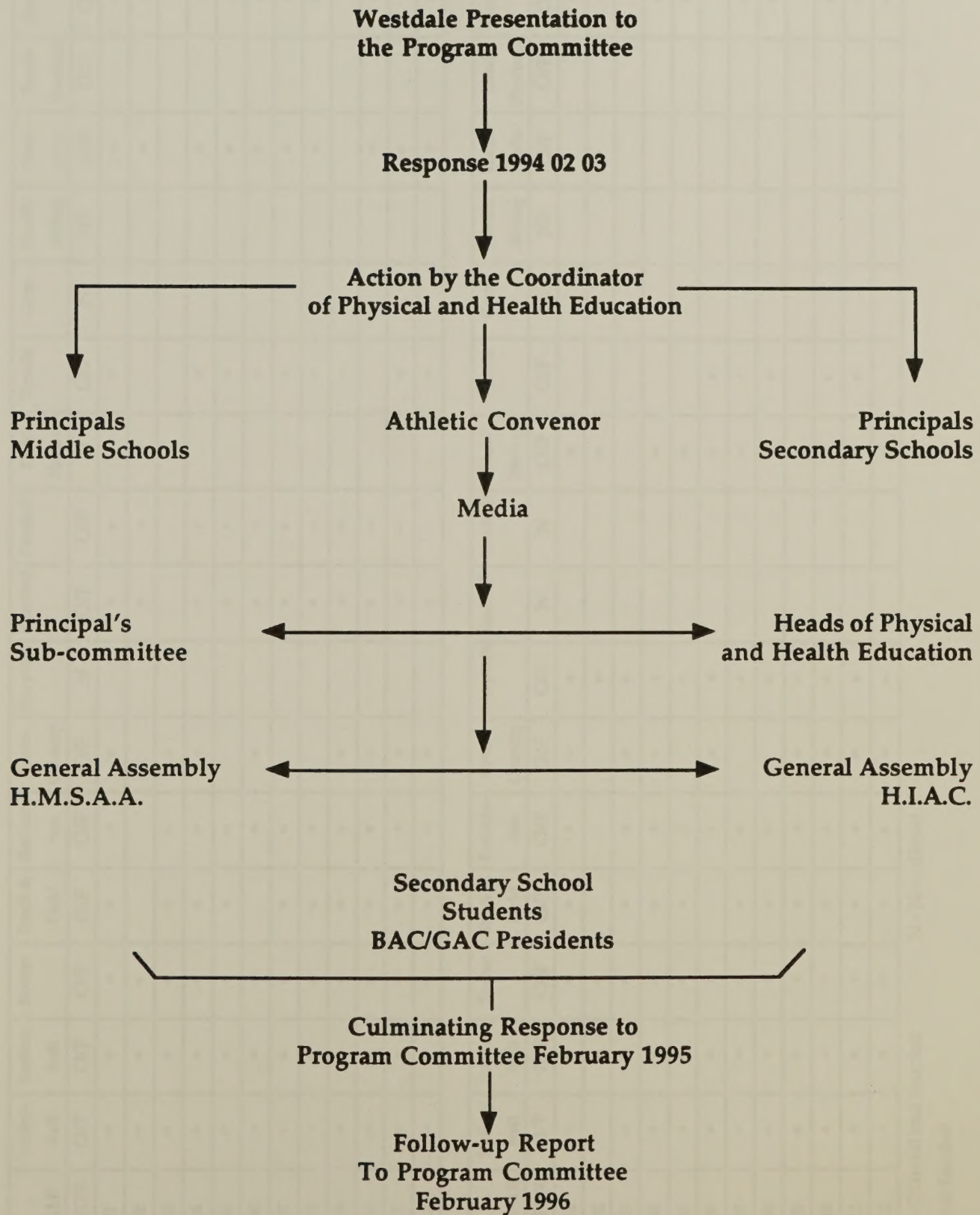
- The Athletic Convenor continues to promote equity of female opportunity when designing schedules and addressing the various teacher/coach groups.

Recommended:

As indicated, the data reflects an improvement in interscholastic participation for females at the middle school level, which was the focus of the recommendations made in 02/95. It should be noted, however, that no intramural data has been included in this report; due to the lack of response from middle schools around this issue. An attempt will be made to collect similar data for the period 02/96 to 02/97.

It is still felt that the prime focus at the middle school and secondary school levels should be that of increased opportunity for active, single gender, non-competitive participation at the intramural level. This would ensure that we provide encouragement for all our students to pursue active, healthy lifestyles independent of their school involvement in competitive events.

Data related to single gender instruction in physical education will continue to be collected on a yearly basis so that this facet of the recommendations made in 02/95 can be monitored.

OVERVIEW

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves a thorough analysis of the situation and a clear definition of the goal.

2. Once the problem is identified, the next step is to develop a plan of action. This plan should outline the steps that need to be taken to achieve the goal, and it should be realistic and achievable.

3. The third step is to implement the plan. This involves putting the plan into action and monitoring progress. It is important to stay flexible and adjust the plan as needed.

4. The final step is to evaluate the results. This involves assessing the outcomes of the process and determining whether the goal has been achieved. If not, the process should be repeated.

5. The process should be repeated as needed until the goal is achieved. It is important to be persistent and not give up when faced with challenges.

6. The process should be repeated as needed until the goal is achieved. It is important to be persistent and not give up when faced with challenges.

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12. The process should be repeated as needed until the goal is achieved. It is important to be persistent and not give up when faced with challenges.

13. The process should be repeated as needed until the goal is achieved. It is important to be persistent and not give up when faced with challenges.

MALE	Volley- ball	Basket- ball	Soccer	Track & Field	Badmin- ton	Cross- Country	Slo-pitch	Baseball	Football	Field Hockey	Tennis	Gym	Nordic Skiing	Water- polo	Touch Football	Hockey	TOTAL
SENIOR	O/F	O/F	O/F	O/F	O/F	O/F	N	O/F	O/F	N	O/F	N	NF	O/F	O/F	O/F	
01	•	•	•	•	•	•		•	•		•			•		•	12
02	•	•	•					•	•					•		•	8
03	•	•	•	•	•	•											6
04	•	•	•	•	•	•		•	•		•			•		•	12
05	•	•	•	•	•			•	•		•			•		•	10
06	•	•	•		•	•		•	•		•			•		•	10
07	•	•	•	•	•			•	•		•			•		•	11
08	•	•	•	•	•			•	•		•			•		•	11
09	•	•	•	•	•	•		•	•		•						10
10	•	•	•	•	•	•		•	•					•		•	10
11	•	•	•	•	•	•		•	•		•			•			11
12	•	•	•	•	•	•		•	•		•			•		•	11

FEMALE	Volley- ball	Basket- ball	Soccer	Track & Field	Badmin- ton	Cross- Country	Slo-pitch	Baseball	Football	Field Hockey	Tennis	Gym	Nordic Skiing	Water- polo	Touch Football	Hockey	TOTAL
SENIOR	O/F	O/F	O/F	O/F	O/F	O/F	O/F	N	N	O/F	O/F	NF	NF	O/F	O/F	O/F	
01	•	•	•	•	•	•	•			•						•	11
02	•	•	•				•			•						•	8
03	•	•	•	•	•	•	•										7
04	•	•	•	•	•	•	•			•						•	11
05	•	•	•	•	•		•			•						•	9
06	•	•	•		•	•	•			•	•						10
07	•	•	•	•	•		•			•	•					•	11
08	•	•	•	•	•		•			•	•					•	11
09	•	•	•	•	•	•	•										8
10	•	•	•	•	•	•	•			•	•					•	12
11	•	•	•	•	•	•	•			•	•					•	12
12	•	•	•	•	•	•	•			•						•	11

N - Not offered

O/F - Offered and Funded

NF-Not funded

MALE JUNIOR	Volley- ball	Basket- ball	Water- polo	Track & Field	Badmin- ton	Cross- Country	Nordic Skiing	TOTAL
	O/F	O/F	O/F	O/F	O/F	O/F	NF	
01	•	•	•	•	•	•		6
02		•	•					2
03	•	•		•	•			4
04	•	•		•	•			4
05	•	•	•	•	•			5
06	•	•	•		•	•		5
07	•	•	•	•	•	•		6
08	•	•	•	•	•			5
09	•	•		•	•	•		5
10	•	•	•	•	•			5
11	•	•	•	•	•	•		6
12	•	•	•	•	•	•		6

FEMALE JUNIOR	Volley- ball	Basket- ball	Water- polo	Track & Field	Badmin- ton	Cross- Country	Nordic Skiing	TOTAL
	O/F	O/F	N	O/F	O/F	O/F	NF	
01	•	•		•	•	•		5
02	•	•						2
03	•			•	•	•		4
04	•	•		•	•	•		5
05	•	•		•	•			4
06	•	•			•	•		4
07	•	•		•	•	•		5
08	•	•		•	•			4
09	•	•		•	•	•		5
10	•	•		•	•			4
11	•	•		•	•	•		5
12	•	•		•	•	•		5

O/F - Offered and Funded
NF - Not funded
N - Not offered

SENIOR	CROSS COUNTRY	SWIMMING	TRACK & FIELD	GIRLS BB	BOYS BB	GIRLS GYM	BOYS GYM	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WRESTLING
01	✓	•	✓	✓	✓	N/F	N/F	✓	•	N	N	O/F	O/F	NF
02	✓	•	✓	✓	✓							•	✓	
03	✓	•	✓	✓	✓			✓	✓			✓	✓	
04	✓	•	✓	✓	✓			✓	✓			•	•	
05	✓	•	✓	✓	✓			•	•			•	•	
06	✓	•	✓	✓	✓			✓	✓			✓	✓	
07	✓	•	✓	✓	✓			✓	✓			✓	✓	
08	✓	•	✓		•			✓	✓			✓	✓	
09	✓	•	✓	✓	✓			✓	✓			✓	✓	
10	✓		✓	✓	•			✓	✓			✓	✓	
11	✓		✓	✓	✓			✓	✓			✓	✓	
12	✓		✓	✓	•			✓	✓			✓	✓	
13	✓		✓	✓	✓			✓	✓			✓	✓	
14		•	✓					✓						
15			✓	✓	✓			•	✓			✓	✓	
16	✓	•	✓	✓	✓			✓	✓			•	✓	
17	✓		✓	•	✓			✓	•			•	✓	
18	✓	•	✓	✓	✓			✓	✓			•	•	
19	✓		✓		✓			✓	✓			•	•	
20	✓	•	✓	✓	✓			✓	✓			✓	•	
21	✓	•	✓	✓	✓			✓	✓			✓	✓	
22	✓	•	✓	✓	✓			✓	✓			•	✓	
23	✓	•	✓	✓	✓			✓	✓			✓	✓	
24	✓		✓	✓	✓			✓	✓			✓	✓	
25	✓	•	✓	✓	✓			•				✓	✓	
Participation														
Totals 02/94-02/95	✓ = 23		✓ = 25	✓ = 21	✓ = 20			✓ = 21	✓ = 19			✓ = 15	✓ = 19	
Totals 02/95-02/96	• = 22	• = 17	• = 24	• = 22	• = 20			• = 23	• = 21			• = 23	• = 23	

O/F = Offered and Funded N = Not Offered NF = Not Funded

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB
JUNIOR	O/F	O/F	N/F	N/F	O/F	O/F	N	N	O/F	O/F
01	✓	✓								✓
02	•	✓								✓
03	✓	✓				•			✓	✓
04	✓	✓			✓	•			✓	✓
05		✓								✓
06	✓	✓				✓			✓	✓
07	•	✓			•	✓			✓	✓
08	✓	✓				✓				✓
09	✓	✓			✓	✓			✓	✓
10		•			✓	✓			✓	✓
11		✓				✓			✓	✓
12	✓	✓			✓	✓			✓	✓
13	✓				✓	✓			✓	✓
14										
15		✓			✓	✓				✓
16										
17	✓				✓	✓			✓	✓
18	•	•			•	✓			•	✓
19	•	✓			✓	✓			•	✓
20	✓	✓			✓	✓			✓	✓
21	•					✓			•	✓
22	•	✓			✓	✓			✓	✓
23	✓	✓			✓	✓			•	✓
24	✓	✓				✓			✓	•
25	✓	✓			•				✓	✓
Participation										
Totals 02/94-02/95	✓ = 13	✓ = 18			✓ = 11	✓ = 17			✓ = 14	✓ = 22
Totals 02/95-02/96	• = 19	• = 18			• = 11	• = 18			• = 17	• = 20

O/F - Offered and Funded

N - Not Offered

N/F - Not Funded

	S=boys/girls separately	S=different combinations
1) χ^2 -test	yes	no
2) G-test	yes	no
3) Fisher's exact test	yes	yes
4) McNemar's test	yes	yes
5) Cochran's Q	yes	yes
6) Mantel-Haenszel	yes	yes
7) Logit model	yes	yes
8) Logistic regression	yes	yes
9) Poisson regression	yes	yes
10) Generalized linear mixed models	yes	yes
11) Bayesian methods	yes	yes
12) Neural networks	yes	yes
13) Support vector machines	yes	yes
14) Random forests	yes	yes
15) Gradient boosting	yes	yes
16) Deep learning	yes	yes
17) Ensemble methods	yes	yes
18) Decision trees	yes	yes
19) Naïve Bayes	yes	yes
20) K-Nearest Neighbors	yes	yes
21) Linear Discriminant Analysis	yes	yes
22) Quadratic Discriminant Analysis	yes	yes
23) Softmax Regression	yes	yes
24) Ridge Regression	yes	yes
25) Lasso Regression	yes	yes
26) Elastic Net	yes	yes
27) Principal Component Regression	yes	yes
28) Partial Least Squares Regression	yes	yes
29) Canonical Correlation Analysis	yes	yes
30) Multivariate Adaptive Regression Splines	yes	yes
31) Generalized Additive Models	yes	yes
32) Boosted Trees	yes	yes
33) AdaBoost	yes	yes
34) Bagging	yes	yes
35) Stochastic Gradient Descent	yes	yes
36) Genetic Algorithms	yes	yes
37) Simulated Annealing	yes	yes
38) Tabular Data Mining	yes	yes
39) Feature Selection	yes	yes
40) Dimensionality Reduction	yes	yes
41) Association Rule Mining	yes	yes
42) Classification Metrics	yes	yes
43) Regression Metrics	yes	yes
44) Model Evaluation	yes	yes
45) Cross-validation	yes	yes
46) Hyperparameter Tuning	yes	yes
47) Model Interpretability	yes	yes
48) Explainable AI	yes	yes
49) Fairness in Machine Learning	yes	yes
50) Privacy-preserving ML	yes	yes
51) Federated Learning	yes	yes
52) Transfer Learning	yes	yes
53) Domain Adaptation	yes	yes
54) Active Learning	yes	yes
55) Reinforcement Learning	yes	yes
56) Multi-Armed Bandits	yes	yes
57) Game Theory	yes	yes
58) Mechanism Design	yes	yes
59) Social Choice Theory	yes	yes
60) Voting Systems	yes	yes
61) Preference Aggregation	yes	yes
62) Group Decision Making	yes	yes
63) Consensus Algorithms	yes	yes
64) Distributed Computing	yes	yes
65) Cloud Computing	yes	yes
66) Big Data Analytics	yes	yes
67) Data Warehousing	yes	yes
68) OLAP Systems	yes	yes
69) Data Mining Tools	yes	yes
70) Statistical Software	yes	yes
71) Programming Languages	yes	yes
72) Database Management Systems	yes	yes
73) Network Security	yes	yes
74) Cryptography	yes	yes
75) Authentication Protocols	yes	yes
76) Access Control Mechanisms	yes	yes
77) Intrusion Detection Systems	yes	yes
78) Malware Analysis	yes	yes
79) Incident Response Procedures	yes	yes
80) Disaster Recovery Plans	yes	yes
81) Business Continuity Strategies	yes	yes
82) Risk Assessment Frameworks	yes	yes
83) Compliance Standards	yes	yes
84) Regulatory Requirements	yes	yes
85) Industry Best Practices	yes	yes
86) Professional Certifications	yes	yes
87) Academic Degrees	yes	yes
88) Research Publications	yes	yes
89) Conferences and Workshops	yes	yes
90) Journals and Magazines	yes	yes
91) Online Courses	yes	yes
92) Webinars and Podcasts	yes	yes
93) Technical Reports	yes	yes
94) White Papers	yes	yes
95) Case Studies	yes	yes
96) User Manuals	yes	yes
97) Training Materials	yes	yes
98) Documentation	yes	yes
99) Source Code Repositories	yes	yes
100) Bug Bounty Programs	yes	yes

Date: 1996 05 09
 To: Chairman and Members of the Program Committee
 From: E. G. Bond, Superintendent of Program
 Re: Implementation of "The Common Curriculum-Grades 1-9" Status Report
 Report: Information/Decision

BACKGROUND

In February 1993, the Ministry of Education and Training released a working document entitled "The Common Curriculum, Grades 1-9" which described the curriculum for the Province of Ontario for Grades 1-9. In January 1994, a report was brought to the Board which summarized this document and presented information regarding plans for its implementation. A second report was brought to the Board in May 1994 in which "The Common Curriculum-Grades 1-9" System Implementation Plan was approved. The "System Implementation Plan-Timelines" which was part of the May 1994 report is included as Appendix I. A third report was brought to the Board in January 1995 which included a draft of the grade 9 Reporting Statements, Learning Outcomes and report cards as well as recommendations regarding Standardized Testing of student performance.

In February 1995 the Ministry released "The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995" which outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1-9. It also describes the knowledge, skills, and values students should develop by the end of Grade 9. A fourth report was brought to the Board in October 1995 which included a summary of the grade 9 program and reporting procedures, summaries of grade 1-8 field test materials and the results of a survey of school use of System-Wide tests.

Since the last report to Board the following initiatives have taken place:

- the Public Relations Sub-Committee has begun to develop a **brochure** "Introducing The Common Curriculum, Outcomes and Standards-Grades 1-8". This brochure will be delivered to all grade 1-8 students and their parents during June 1996
- the implementation of the **Grade 9-1995 Curriculum** (Reporting Statements, Learning Outcomes, Indicators of Successful Student Performance, Suggested Learning/Teaching Strategies and Student Progress Reports) has begun in all secondary schools
- in-service grade 1-8 teachers** continued through the school year in Mathematics and Language Arts/English and Core French
- field testing of **Language Arts/English (Grades 1-8), Mathematics (Grades 1-8) and Core French (Grades 7,8)** has been ongoing during this school year. Over 50 schools have field tested various parts of the curriculum. Development teams are now using input from teachers to revise these field test versions for implementation during the school year 1996-97.
- over seventy parents from throughout the system participated in a **Parental Review** of the Grades 3, 6 and 9 Mathematics and the Grades 3 and 6 Language Arts field test documents. Some parents gave written input after having reviewed the documents and others attended focus group meetings where these documents were reviewed and discussed by groups of parents. Development teams are using this input to revise the field test documents.

- Progress Reports for Grades 1-8 (Appendix 1) have been developed will be implemented during the 1996-97 school year
- a wide variety of in-service programs have been offered regarding the Outcome-Based curriculum and assessment and reporting procedures. Appendix 2 lists examples of in-services that have been delivered during this school year.
- the second annual **Summer Institute** on Student Assessment, Evaluation & Reporting is being planned for August 27-29, 1996. August 27 will emphasize a general overview of assessment, evaluation and reporting strategies and procedures. August 28 will focus on program planning in an outcome-based model, tracking student performance and how to use the computer-based Student Achievement Profile to record student performance. August 29 will focus on portfolio assessment.
- computer software which will allow efficient tracking of student performance on all learning outcomes is being field tested. This "**Student Achievement Profile**" will allow teachers to quickly access records of individual and class performance, record student performance during the school year, and produce up-to-date Progress Reports for parents. This software will eventually allow quick, accurate analysis of overall student performance in a school and the system to allow for the allocation of resources where most needed.

ISSUE

To present to the trustees information regarding the implementation of "The Common Curriculum-Grades 1-9".

RECOMMENDATIONS

1. That the status report on the implementation of the Common Curriculum be received for information.
2. That a further report to the Board regarding Provincial and Board reviews and the administration of other Standardized Tests be brought back to the Board following official announcement from the Ministry
3. That "The Common Curriculum-Grades 1-9" System Implementation Plan-Timelines as approved in May 1994 be amended as shown in Appendix 3.

RATIONALE

With respect to recommendation 2, no official announcement has come from the Ministry of Education and Training regarding Provincial Reviews.

With respect to recommendation 3 the Ministry has not produced any standards documents except in Language Arts and Mathematics. We have delayed the development, field testing and implementation of the outcome-based model in other areas of study in grades 1-8 awaiting these materials.

APPENDICES

1. Progress Reports-Grade 4 and Grade 7
2. In-Service Programs
3. System Implementation Plan-Timelines

STUDENT		DATE OF THIS REPORT	
REGULAR ☐	ALTERNATIVE PROGRAM ☐	SEE ATTACHED ☐	ESL PROGRAM ☐ SEE ATTACHED ☐
ADVISOR/ HOME ROOM TEACHER		PRINCIPAL MRS. D. RAWSTHORN	

STUDENT PERFORMANCE TO DATE

CODE: EE - EXCEEDING EXPECTATIONS ME - MEETING EXPECTATIONS NM - NOT MEETING EXPECTATIONS NA - NOT YET ADDRESSED

(SEE REVERSE FOR FURTHER EXPLANATION OF STUDENT PERFORMANCE CODE)

A - EXCELLENT (80-100%) B - GOOD (70-79%) C - FAIR (60-69%) D - UNSATISFACTORY (Below 60%)

ADVISOR: (SEE REVERSE FOR FURTHER EXPLANATION OF STUDENT PERFORMANCE CODE)

- Understands the reasons for the advocacy of an advisor.
- Appreciates the similarities & differences of others.
- Uses effective strategies to make responsible decisions.
- Makes personal and group contributions.
- Contributes to the safety, security and support of the school.

Attachment ☐ Meeting Requested ☐ Days Absent ☐ Times Late ☐

ENGLISH ATTACHMENT ☐

- Reads with understanding.
- Writes clearly and appropriately.
- Listens with understanding, speaks clearly & appropriately.
- Views and creates non-print media.
- Demonstrates positive attitude and effort.

MATHEMATICS ATTACHMENT ☐

- Applies problem solving strategies.
- Demonstrates and applies accurate computational skills.
- Applies the properties of two and three dimensional figures.
- Identifies and applies procedures for measurement.
- Collects, organizes, interprets and displays data.
- Demonstrates positive attitude and effort.

CORE FRENCH ATTACHMENT ☐

- Listens actively and understands key information.
- Speaks to communicate information appropriately.
- Reads with understanding of main ideas.
- Writes to communicate information in a variety of forms.
- Demonstrates positive attitude and effort.

SCIENCE ☐

SOCIAL STUDIES ☐

PHYSICAL AND HEALTH EDUCATION ☐

DESIGN & TECHNOLOGY ☐

FAMILY STUDIES ☐

ARTS ☐

DRAFT

PRINCIPAL'S SIGNATURE _____

Teacher's Signature _____

SCHOOL NAME

PHONE NO.

ADDRESS

HAMILTON, ONTARIO

POSTAL CODE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



GRADE 7 PROGRESS REPORT

To parents/guardians:

Please sign, make comments on and return the report card envelope.

This copy of the progress report should be kept for future reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be kept for five years after the student retires from school. Every effort has been made to ensure that all entries are a clear indication of the achievement of the student. If you wish to review the information contained in the OSR folder, please contact the principal. Each student and the parent(s) or guardian(s) of a student who is not an adult are entitled to have access to the student's OSR.

STUDENT PERFORMANCE CODE FOR FOLLOWING PROGRAMS

- ADVISOR
- ENGLISH
- MATHEMATICS
- CORE FRENCH

(These programs are delivered and assessed using an outcomes-based model)

EE - EXCEEDING EXPECTATIONS:

the student's performance consistently exceeds grade-level expectations

ME - MEETING EXPECTATIONS:

the student's performance is within the range of expectations for this grade level

NM - NOT MEETING EXPECTATIONS:

the student's performance does not meet grade-level expectations

NA - NOT YET ADDRESSED:

the student has not yet had the opportunity to develop or demonstrate this part of the program

PROGRAM CODE

ALTERNATIVE PROGRAM: The program has been determined by IPRC process (Identification, Placement, and Review Committee). See the "Teacher Comments and Action Plan" section for further details. There may also be an attachment.

ESL: English as a Second Language. See the "Teacher Comments and Action Plan" section for further details. There is an attached ESL Progress Report.

STUDENT		DATE OF THIS REPORT	
☐ REGULAR PROGRAM	☐ ALTERNATIVE PROGRAM	☐ SEE ATTACHED	☐ ESL PROGRAM ☐ SEE ATTACHED
TEACHER		PRINCIPAL	

LEARNING SKILLS AND ATTITUDES

Code:	A - Always	M - Most of the time	S - Some of the time	R - Rarely
Displays confidence				
Shows initiative				
Participates appropriately				
Works independently				
Cooperates with others				
Stays on task				
Resolves conflict appropriately				
Respects people and property				
Organizes work and materials				
Uses time well				
Completes quality work				
Comes to class prepared				

STUDENT PERFORMANCE TO DATE

CODE: EE - EXCEEDING EXPECTATIONS ME - MEETING EXPECTATIONS NM - NOT MEETING EXPECTATIONS NA - NOT YET ADDRESSED	
A - EXCELLENT B - GOOD C - FAIR D - UNSATISFACTORY	
LANGUAGE ARTS	
1. Reads to understand and interpret.	Attachment ☐ Meeting Requested ☐ Days Absent ☐ Times Late ☐
2. Writes to communicate ideas in a variety of forms.	DRAFT
3. Listens actively for a variety of purposes.	
4. Speaks to express ideas, experiences and information.	
5. Views and creates to interpret a variety of non-print media.	
6. Demonstrates positive attitude and effort.	
MATHEMATICS	
1. Applies problem solving strategies.	Attachment ☐
2. Demonstrates and applies accurate computational skills.	
3. Applies the properties of two and three dimensional figures.	
4. Identifies and applies procedures for measurement.	
5. Collects, organizes, interprets and displays data.	
6. Demonstrates positive attitude and effort.	
CORE FRENCH	
1. Listens actively and understands key information.	Teacher: ☐
2. Speaks using language appropriate to the situation.	
3. Reads with global understanding.	
4. Writes key vocabulary and structures.	
5. Demonstrates positive attitude and effort.	
THE ARTS	
1. Visual Arts	ACHIEVEMENT ☐
2. Music	
3. Physical Education	
ENVIRONMENTAL STUDIES	
1. Social Studies	
2. Science	
3. Health Education	
PRINCIPAL'S SIGNATURE _____	
Teacher's Signature _____	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



GRADE 4 PROGRESS REPORT

To parents/guardians:

Please sign, make comments on and return the report card envelope.

This copy of the progress report should be kept for future reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be kept for five years after the student retires from school. Every effort has been made to ensure that all entries are a clear indication of the achievement of the student. If you wish to review the information contained in the OSR folder, please contact the principal. Each student and the parent(s) or guardian(s) of a student who is not an adult are entitled to have access to the student's OSR.

STUDENT PERFORMANCE CODE

- EE - EXCEEDING EXPECTATIONS:**
the student's performance consistently exceeds grade-level expectations
- ME - MEETING EXPECTATIONS:**
the student's performance is within the range of expectations for this grade level
- NM - NOT MEETING EXPECTATIONS:**
the student's performance does not meet grade-level expectations
- NA - NOT YET ADDRESSED:**
the student has not yet had the opportunity to develop or demonstrate this part of the program

PROGRAM CODE

ALTERNATIVE PROGRAM: The program has been determined by IPRC process (Identification, Placement, and Review Committee). See the "Teacher Comments and Action Plan" section for further details. There may also be an attachment.

ESL: English as a Second Language. See the "Teacher Comments and Action Plan" section for further details. There is an attached ESL Progress Report.

The Implementation of "The Common Curriculum"

In-Service Programs-1995-96

Language Arts

1. Introducing the Provincial Standards-Language (Grades 1-9)
2. Introduction to the Common Curriculum
3. Pilot testing the Hamilton Outcome-Based language documents (Gr. 1-6)
4. Theme Planning for Outcomes
5. A Balanced Reading Program (Primary)
6. A Balanced Reading Program (Junior)
7. A Balanced Reading Program (Transition Years)
8. Linking "The Common Curriculum", Standards and Hamilton Documents to current curriculum.
9. Tracking Language Outcomes
10. Tracking Reading Outcomes
11. Parent Session-Language and the Common Curriculum
12. Using the Revised Hamilton Documents (Grades 1-8)
13. How to Explain Outcomes and Standards (Core & Immersion French) to Parents
14. Provincial Outcomes & Standards-Core French (Grades 4-9)
15. Provincial Outcomes & Standards-Immersion French (Grades 1-9)
16. Provincial Outcomes & Standards-English as a Second Language (Grades 1-9)

Mathematics

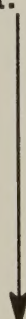
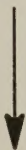
1. Introducing the Provincial Standards-Mathematics (Grades 1-9)
2. Introducing the Common Curriculum
3. Pilot testing the Hamilton Outcome-Based Mathematics documents (Gr. 1-8)
4. Problem Solving-A New Approach
5. Tracking Outcomes in Mathematics
6. Portfolio Assessment in Mathematics
7. Polydrons-Making 3D Shapes
8. Principals Update-Using Manipulatives in Outcome-Based Mathematics Program
9. Using Math Journals
10. Problem Solving Across the Curriculum.
11. Assessing Outcomes-NCTM Assessment Banks
12. Parent Session-Mathematics and the Common Curriculum
13. Using the Revised Hamilton Documents (Grades 1-8)
14. Mathematics Enrichment Using the Hamilton Documents

Assessment and Reporting

1. Using Rubrics in Assessment
2. Assessment Using Meeting, Not Meeting and Exceeding Expectations
3. Using Portfolios to Assess Student Performance
4. Assessing Social Skills Using the Common Curriculum
5. Managing Assessment in an Outcome-Based System
6. Parent Session-The New Progress Report (Grades 1-9)
7. Improving Learning Through Positive Assessment
8. Matching Assessment Methods with Learning Outcomes
9. Performance Assessment-Products and Observations
10. Using Personal Communication as an Assessment Strategy
11. Using Peer and Self Evaluation
12. Tracking Student Progress and Reporting to Parents

"The Common Curriculum-Grades 1-9"

SYSTEM IMPLEMENTATION PLAN-TIMELINES

TIMELINES	DEVELOPMENT	INSERVICE	PILOT & FIELD TESTING	USE OF OUTCOME BASED CURRICULUM AND REPORTING SYSTEM
Jan. 94 	Grades 9 •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>All Staff</u> Awareness re: Common Curriculum Document •<u>Secondary School Staff</u> Grade 9 Outcome-Based Curriculum and Reporting System	•Grade 9	
Sept. 94 	•Grades 1-8 (Language Arts, Mathematics, Core French)	•<u>Grade 4-9 Staff</u> Grades 4-9 Outcome-Based Curriculum and Reporting System	•Grade 9 (may include use of Reporting System in schools or departments where appropriate)	
Sept. 95 	•Grades 1-8 (All other areas of study)	•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System	•Grades 1-8 (Language Arts, Mathematics, Core & Immersion French)	•Grade 9
Sept. 96 		•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System	•Grades 1-8 (All other areas of study)	•Grades 1-8 (Language Arts, Mathematics, Core & Immersion French)
Sept. 97 		•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System		•Grades 1-8 (All other areas of study)

1996 05 09

To: The Chairman and Members
of the Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: Adult and Continuing Education 1995 Annual Report

Report: Information

Background

Since April 1992, an annual report has been prepared to provide Senior Administration and Trustees with an ongoing update regarding the effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

The format developed for the report allows for a comparison of information from the past year to show areas of change and new directions.

The 1995 Annual Report, outlined in the appendices, presents an executive summary (Appendix I), advertising brochures (Appendix II) and the economic implications by program (Appendix III).

Issue

To provide for trustees an annual update on Adult and Continuing Education.

Recommendation

That the Adult and Continuing Education 1995 Annual Report be received for information.

Rationale

Appendix I Executive Summary
Appendix II Advertising Brochures
Appendix III 1995 Annual Report

"The Common Curriculum-Grade 1-8"

SYSTEM IMPLEMENTATION PLAN

Component	Responsible Party	Timeline	Key Activities
Curriculum Review	Curriculum Committee	2000-01	Review current curriculum, identify gaps, and develop new standards.
Teacher Training	Professional Development Committee	2001-02	Provide training for teachers on new curriculum and standards.
Resource Development	Curriculum Committee	2002-03	Develop resources, materials, and assessments for the new curriculum.
Implementation	Curriculum Committee	2003-04	Implement the new curriculum in classrooms.
Evaluation	Evaluation Committee	2004-05	Evaluate the implementation of the new curriculum and make adjustments.
Monitoring	Monitoring Committee	2005-06	Monitor the implementation of the new curriculum and make adjustments.
Reporting	Reporting Committee	2006-07	Report on the implementation of the new curriculum to the Board of Education.
Revision	Curriculum Committee	2007-08	Revise the curriculum based on feedback and evaluation.

Executive Summary

Not only has the 1995 Adult and Continuing Education budget balance improved, but over \$100,000 has been invested in upgrading computer hardware and software. This adds considerably to the Board's inventory and strengthens our position in the community by offering quality adult programs. The Adult and Continuing Education Department has implemented the following initiatives.

- SUMMER SCHOOL

-The following actions have been taken:

- . a reduction in administration salaries
- . an ESL component in one school which allowed for a Brock University rental to educate ESL teachers
- . a continued average of 25 students per class at time of registration
- . a more realistic textbook deposit

- Plans for 1996 include:

- . an increase in student registration. Increased enrolment increases the average class size, resulting in higher funding. Last year 457 Hamilton Public students attended summer school in the Separate School system, while only 53 Separate School students attended the Public summer school program.
- . there is a need to adjust the delivery format for "repeat" credits.

- EVENING SCHOOL - for CREDIT

- The following actions have been taken:

- . administration costs were reduced
- . average class size at time of registration was maintained at 20
- . a more realistic textbook deposit reduced our outlay for replacement texts
- . the cost of the delivery of credit courses is offset by including non-credit ESL and Interest Courses in Evening School

- EVENING SCHOOL - INTEREST COURSES

- The deliverers of Interest Courses almost doubled enrolment in the fall term by using a new delivery format, developed as a result of input from the clients (see Appendix II).
- The fee structure for General Interest Courses is being revised by the Adult and Continuing Education staff, to ensure that it remains cost recoverable.
- A clear and focussed advertising campaign will be established and maintained to reach the greatest number of prospective clients in our target group—the adults in our community and surrounding areas.

- ADULT EDUCATION FOR CREDIT - "JACKSON HIGH" (2-year pilot) and

HAMILTON-WENTWORTH DETENTION CENTRE

- The first year of the "Jackson High" pilot project has been very successful due to the support of the Secondary School Principals who have referred a number of students to the program. Enrolment on September 30, 1995, was 51. Thirty-one of the students are below 21 years of age and twenty are 21+. Enrolment on February 18, 1996 has increased to 55.
- Going into the second year of the pilot, the plans are to continue this blended classroom. The program will continue to be monitored on a semester basis, to ensure its economic viability.
- The Independent Study program at Briarwood was closed in June 1995. The delivery is being continued at the Hamilton-Wentworth Detention Centre, at the request of Corrections staff. This program is important to the clients and the Hamilton-Wentworth Detention Centre, with whom we have partnered. Currently we are reviewing the grant structure related to this program.

- ADULT BASIC EDUCATION (A.B.E.) and MODIFIED A.B.E.

- The funding for Adult Basic Literacy and Numeracy is provided through the Ontario Training and Adjustment Board (OTAB). This funding is not transferrable to other programs.
- This grant has provided a computer lab of seven at the Briarwood site, and one computer at the Marty Karl site. The acquisition of the PLATO software (computer-assisted learning and assessment programs) has enhanced this program significantly.
- Through the programs offered, the partnerships with Marty Karl Mission Services, Association for Community Living, and A.B.E. Association have strengthened.

- ENGLISH AS A SECOND LANGUAGE (E.S.L.) - for ADULTS

- There has been strong support and co-operation from the ESL staff to improve the Board's delivery in this area. Currently, this is a grant-rich program.
- This program is available at various locations across the city. Enrolment and attendance are closely monitored to maximize grants; sites are opened and closed based on client demand.
- Additionally, partnerships with Lake Avenue and Centennial Elementary Schools have been developed in line with the system's family literacy thrust, and promotes inclusive School Councils.

- INTERNATIONAL LANGUAGES (JK - Gr. 8)

- This program is MANDATED by the Ministry of Education, and is grant-rich at present.
- Funding may be changed by the Ontario Government. If so, there will need to be a re-evaluation of the program.
- This program has grown significantly. Public/community support has increased.
- Quality of the program has improved by developing a generic curriculum and a unified delivery, as well as instructor inservice. An Advisory Council has been created and a Handbook developed which outlines policies, hiring practices and organizational expectations.

- SECTION 27

- The Section 27 program has an excellent reputation in this region thanks to the efforts of the Section 27 Consultant, Wendy Hutton, and the quality of the teaching staff. The staff has expanded from 17 to 31 in the last three years.
- This is a cost-recoverable program through various Ministries.

- DAY-SCHOOL ADULTS

- As of September 30, 1995 there were 409.75 F.T.E. adult students aged 21+ in our Secondary day schools. Due to the reduction in funding in September, 1996 the mode of delivery will be changed.

- ADVERTISING

- With the assistance of Gayla Brock-Woodland, the Adult and Continuing Education Department brochures were revised significantly to make them more user-friendly.
- In 1996-97, as our programs change, additional marketing will be necessary to maintain and attract clients.
- Anticipated increases in costs will be offset through community advertising.

- PLANT/CARETAKING

- The 1995 operation costs for the Briarwood site total \$168,307. This cost is shared with Queen Mary School.
- The 1995 operating and maintenance costs attributed to the Adult and Continuing Education Department are as follows:

. Caretaker Salaries	\$32,795
. Cleaner Salaries	\$ 8,976
. Caretaking Supplies	\$ 1,276
. Utilities: Hydro	\$18,557
Natural Gas	\$13,426
Water/Sewage	\$ 647

Total: \$75,677

- BRIARWOOD

- As a result of the exit of Queen Mary School in September, 1996 the following plans are being pursued:
 - . partnerships with Secondary Schools, Brock University and Community Agencies
 - . retaining the present programs (ABE, ESL, Computers, General Interest)
 - . expanding programs in retraining, basic education and skills training
 - . programs will be offered day, evening, and weekends.

ADVERTISING BROCHURES

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607
TEL: 773-936-5000 FAX: 773-936-5001

ADVERTISING BROCHURE
The University of Chicago
Department of Chemistry
530 South East Asian Avenue
Chicago, Illinois 60607
Tel: 773-936-5000 Fax: 773-936-5001

ADVERTISING BROCHURE
The University of Chicago
Department of Chemistry
530 South East Asian Avenue
Chicago, Illinois 60607
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**ADULT AND
CONTINUING
EDUCATION
1995
ANNUAL REPORT**

ADULT AND

CONTINUING

EDUCATION

1995

ANNUAL REPORT

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
SIAM SCOTT PARK	1905	Salary Supplies/Services <u>215,399.00</u> <u>6,461.00</u> <u>221,860.00</u>	<u>259,183.00</u> + <u>37,323.00</u>	SIAM SHERWOOD	1569	Salary Supplies/Services <u>184,016.00</u> <u>4,195.00</u> <u>188,211.00</u>	<u>246,142.00*</u> + <u>57,931.00</u>
		Surplus/Deficit				Surplus/Deficit	
ESL - Credit (SIAM)	1734	Salary (Teachers) Supplies/Services <u>10,969.00</u> <u>48.00</u> <u>11,017.00</u>	<u>17,085.00</u> + <u>6,068.00</u>	ESL - Credit SIAM	1110	Salary Supplies/Services <u>14,531.00</u> <u>0</u> <u>14,531.00</u>	<u>21,848.00</u> + <u>7,317.00</u>
		Surplus/Deficit					
S/S Admin.		Salary Co-Principals Coordinators Guid. Coun. Secretarial Monitors <u>19,946.00</u> <u>11,575.00</u> <u>2,104.00</u> <u>12,179.00</u> <u>7,165.00</u> <u>52,969.00</u>	<u>0</u> (- 52,969.00)	S/S Admin.		Salary Co-Principal Co-ordinators Guid. Coun. Secretaries Monitors <u>19,946.00</u> <u>0</u> <u>2,104.00</u> <u>5,274.00</u> <u>3,146.00</u> <u>30,470.00</u>	<u>0</u> (- 30,470.00)
						* Grant = Tuition = Texts/Disks =	242,876.00 3,086.00 180.00 Total Surplus: \$34,778.00

EVENING SCHOOL

Accounted
in ABE
summary

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grants	Program/ Locations	No. of Students	Expenses	Revenue /Grant
CREDIT - Scott Park - Delta (1 mo.) - Westdale - Westmount	February '94 1248 September '94 860	Salary 310,083.00 Supplies/Services 10,341.00 <u>320,424.00</u>	<u>336,270.00</u> + <u>15,847.00</u>	Scott Park Westdale Westmount Briarwood	Feb. '95 1268 Sept. '95 1150	Salary 314,441.00 Supplies/Services 3,520.00 <u>317,981.00</u>	<u>343,719.00</u> + <u>25,738.00</u>
		Surplus/Deficit				Surplus/Deficit	
GENERAL INTEREST - Barton - Westdale - Westmount	February '94 625 October '94 675	Salary 58,650.00 Supplies/Services 6,648.00 <u>65,298.00</u>	<u>70,767.00</u> + <u>5,469.00</u>	Barton Westdale Westmount Briarwood	Feb. '95 643 Oct. '95 964	Salaries 57,819.00 Supplies/Services 2,515.00 <u>60,334.00</u>	<u>81,921.00</u> + <u>21,587.00</u>
		Surplus/Deficit				Surplus/Deficit	
ESL Evening School Westdale Barton	February '94 40 October '94 62	Salary 13,548.00 Supplies/Services 929.00 <u>14,477.00</u>	<u>20,607.00</u> + <u>6,130.00</u>	Evening School Westdale Barton	Feb. '95 50 Oct. '95 53	Salaries 15,429.00 Supplies/Services 160.00 <u>15,589.00</u>	<u>37,037.00</u> + <u>21,448.00</u>
		Surplus/Deficit				Surplus/Deficit	
ABE Evening School Westdale	February '94 40 September '94 20	Salary 6,473.00 Supplies/Services 125.00 <u>7,098.00</u>	<u>7,098.00</u> <u>0</u>	Evening School Westdale Briarwood	Feb. '95 36 Oct. '95 36	Salaries 6,583.00 Supplies/Services 662.00 <u>7,245.00</u>	<u>7,245.00</u> <u>0</u>
		Surplus/Deficit				Surplus/Deficit	
ADMIN E/S Admin.		Salaries: 2,619.00 Day Princ. Supervisors 31,731.00 Registration 5,755.00 Secretaries 19,641.00 Shop Asst's 16,626.00 <u>75,580.00</u>	<u>0</u> <u>(- 75,580.00)</u>	E/S Admin.		Salaries: 2,168.00 Day Prin. Supervisors 27,694.00 Secretaries 16,066.00 Shop Asst's 14,045.00 <u>59,973.00</u>	<u>0</u> <u>(- 59,973.00)</u>
						Summary: Revenue 462,677.00 (excl. Exp (less Admin) - 393,904.00 ABE) 68,773.00 Admin. 59,973.00 Surplus + 8,800.00	

ADULT EDUCATION FOR CREDIT

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
HWDC				HWDC			
NOT OPEN				May - December 1995	April - June 14 July - Aug 74 Sept - Dec 78	Salaries Supplies/Services 0 <u>17,587.00</u> 17,587.00	9,411.00 <u><u>(- 8,176.00)</u></u>
CAP/ACCESS (JACKSON HIGH)				CAP/ACCESS (JACKSON HIGH)			
NOT OPEN				September - December 1995	51	Salaries Supplies/Services Accommodation Furniture & Equipment <u>51,828.00</u> 2,271.00 816.00 <u>39,399.00*</u> <u>94,314.00</u>	<u>104,766.00**</u> <u>+ 10,452.00***</u>
				Comments: * 10 computers 1 printer ** Grant \$104,366; Text Deposit \$400 *** BALANCE TO BE DEFERRED TO1996			

INDEPENDENT STUDY

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
BRIARWOOD ADULT CENTRE							
Independent Study	869	Salary Supplies/Services 52,637.00 1,975.00 <u>54,612.00</u>	<u>33,787.00</u> (- 20,825.00)		Jan - June 180	Salary Supplies/Services 23,138.00 0 <u>23,138.00</u>	<u>9,570.00</u> (- 13,568.00)
MARTY KARL ADULT CENTRE							
Independent Study	296	Salary Supplies/Services 19,182.00 1,025.00 <u>20,207.00</u>	<u>14,562.00</u> (- 5,645.00)		Jan - June 37	Salary Supplies/Services 4,943.00 0 <u>4,943.00</u>	<u>2,821.00</u> (- 2,122.00)

Independent Study Program at Briarwood and Marty Karl was cancelled in June 1995.

ADULT BASIC EDUCATION (A.B.E.)

Note: Expenditures are offset by grant from O.T.A.B.

1994						1995					
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant				
Briarwood Adult Centre	82	Salaries Supplies/Services 61,992.00 1,401.00 <u>63,393.00</u>	<u>63,393.00</u> 0	Briarwood Adult Centre	60			Notes: .12 Teachers/Instructors working full & part-time at 6 sites .Funding Period: Sept. 1, 1994 - August 31, 1995			
Marty Karl Adult Centre	142	Salaries Supplies/Services 83,843.00 1,446.00 <u>85,289.00</u>	<u>85,289.00</u> 0	Marty Karl Adult Centre	123						
Evening School Westdale	February '94 40 September '94 20	Salaries Supplies/Services 6,473.00 125.00 <u>7,098.00</u>	<u>7,098.00</u> 0	Evening School Westdale	Feb.. '95 36 Oct. '95 36			Summary: Revenue: All Salaries & Benefits 187,385.31 All Supplies/Services 86,100.39* <u>273,485.70</u> 278,400.00 <u>+ 4,914.30**</u>			
MODIFIED ADULT BASIC EDUCATION								* includes \$78,981.75 spent for technology ** BALANCE OF \$4,914.30 TO BE DEFERRED TO 1996.			
Briarwood Adult Centre	18	Salaries Supplies/Services 36,681.00 250.00 <u>36,931.00</u>	<u>36,931.00</u> 0	Briarwood Adult Centre	18						
ARC Industries -Cumberland -York -Brampton	119	Salaries Supplies/Services 82,422.00 3,267.00 <u>85,689.00</u>	<u>85,689.00</u> 0	Association for Community Living -Cumberland -York -Brampton	176						

ENGLISH AS A SECOND LANGUAGE (ESL)

*counted in
EVENING
SCHOOL
SUMMARY

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
Briarwood Adult Centre	26	Salary 22,009.00 Supplies/Services 375.00 <u>22,384.00</u>	33,990.00 <u>+ 11,606.00</u>	Briarwood Adult Centre	26	Salaries 23,672.00 Supplies/Services 48.00 <u>23,720.00</u>	42,590.00 <u>+ 18,870.00</u>
Evening School* Westdale Barton	February '94 40 October '94 62	Salary 13,548.00 Supplies/Services 929.00 <u>14,477.00</u>	20,607.00 <u>+ 6,130.00</u>	Evening School* Westdale Barton	Feb. '95 50 Oct. '95 36	Salaries 15,429.00 Supplies/Services 160.00 <u>15,589.00</u>	37,037.00 <u>+ 21,448.00</u>
ESL - Day -Circle of Friends -St. Stephen's -Philpott Church -James St. Church -SIAM(Sat am) -Fairview -Hess St. (Summer)	432	Salary 283,419.00 Supplies/Services 5,335.00 <u>288,745.00</u>	325,909.00 <u>+ 37,164.00</u>	ESL - Day -Circle of Friends -St. Stephen's Ch. -Philpott Church -James St. Church -SIAM(Sat am) -Fairview -Sanford Ave. -Erskine Ch. -Hess St. -Lake avenue	448	Salaries 306,532.00 Supplies/Services 9,515.00* <u>316,047.00</u>	335,840.00 <u>+ 19,793.00</u>
Salvation Army (Rebecca St.)	164	Salaries 108,547.00 Supplies/Services 4,719.00 <u>113,266.00</u>	188,665.00 <u>+ 75,399.00</u>	Salvation Army (Rebecca St.)	160	Salaries 115,910.00 Supplies/Services 3,000.00 <u>118,910.00</u>	184,149.00 <u>+ 65,239.00</u>
				Summary: Grant 562,579.00 (excl E/S) Expenses 458,677.00 Surplus + 103,902.00			

INTERNATIONAL LANGUAGES (JK - 8)

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
17 sites 23 languages	2047	Salary 240,239.00 Supplies/Services 21,195.00 <u>261,434.00</u>	<u>304,781.00</u> + 43,347.00	19 sites 23 languages	2240	Salary 282,775.00 Supplies/Services 9,219.00 <u>291,994.00</u> Surplus/Deficit	<u>388,073.00</u> + <u>96,079.00</u>
SJAM SWC WESTMOUNT BARTON HILL PARK SCOTT PARK S. W. LAURIER GREEK ORTH. CH. BETH JACOB SCH. LATVIAN CH. SERBIAN HALL TEMPLE ANSHE SHOLOM ESTONIAN CH. ROMANIAN ORTH. CH. SERBIAN CDN. COMM. SIKH HALL HESS ST. (SUMMER)				SJAM SWC WESTMOUNT BARTON HILL PARK SCOTT PARK S. W. LAURIER LAKE AVENUE SCHOOL GREEK ORTH. CH. BETH JACOB SCH. LATVIAN CH. SERBIAN HALL TEMPLE ANSHE SHOLOM ESTONIAN CH. ROMANIAN ORTH. CH. SERBIAN CDN. COMM. SIKH HALL ST. MINA COPTIC CHURCH HESS ST. (SUMMER)			
INTERNATIONAL LANGUAGES (CREDIT)							
Languages offered for credit are: German Greek Hebrew Polish Serbian These classes run once per week all year long. September - June. Enrolment and expenditures are reflected in EVENING SCHOOL - CREDIT SUMMARY							

GENERAL INTEREST - DAY CLASSES

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
Briarwood Allenby	1455	Salary Supplies/Services 51,088.00 <u>1,684.00</u> 52,772.00	62,241.00 <u>+ 9,469.00</u>	Briarwood Allenby	1485	Salary Supplies/Services 50,977.00 876.00 <u>51,853.00</u>	74,860.00* <u>+ 23,007.00</u>
				Comments: *Registration Fees 74,699.00 Material Fees 161.00 74,860.00			
GENERAL INTEREST - EVENING CLASSES							
Please refer to EVENING SCHOOL SUMMARY - GENERAL INTEREST							

ADULT AND CONTINUING EDUCATION SUMMARY OF EXPENSES & REVENUE

1994				1995		
PROGRAM	EXPENSES	REVENUE / GRANT	PROGRAM	EXPENSES	REVENUE / GRANT	BALANCE
Evening School (CR., G.I., ESL)	482,877.00	434,742.00	Evening School (CR., G.I., ESL)	393,904.00	462,677.00	+ 8,800.00
Summer School	285,846.00	276,268.00	Summer School	233,212.00	267,990.00	+ 34,778.00
Independent Study	74,819.00	48,349.00	Independent Study	28,081.00	12,391.00	(-15,690.00)
Adult Ed. for Credit			Adult Ed. for Credit	111,901.00	114,177.00	+ 2,276.00
Adult Basic Ed & Modified A.B.E. (100% funded by OTAB)	271,302.00	271,302.00	Adult Basic Ed & Modified A.B.E. (100% funded by OTAB)	273,486.00	278,400.00	+ 4,914.00
English As A Second Language - Day Only	421,134.00	548,564.00	English As A Second Language - Day Only	458,677.00	562,579.00	+ 103,902.00
International Languages	261,434.00	304,781.00	International Languages	291,994.00	388,073.00	+ 96,079.00
General Interest - Day	52,772.00	62,241.00	General Interest - Day	51,853.00	74,860.00	+ 23,007.00
Dofasco	7,243.00	7,243.00	Dofasco	not offered		
Advertising	52,348.00		Advertising	30,235.00		(-30,235.00)
Other Cont. Ed. Costs	13,669.00		Other Cont. Ed. Costs	23,050.00		(-23,050.00)
	1,923,444.00	1,953,490.00	Misc. Revenue		10,241.00	10,241.00
		Balance + 30,046.00	Adult & Cont. Ed.	1,896,393.00	2,171,388.00	+ 215,022.00
Adult & Cont. Ed.			-Admin. Salaries	129,753.00		
-Admin. Salaries	129,966.00		-Secretaries' Salaries	61,996.00		
-Secretaries' Salaries	62,073.00		-Caretaking Salaries (BWD)	41,771.00		
-Caretaking Salaries (BWD)	41,771.00		-Caretaking Salaries - off site	25,740.00		
-Caretaking Salaries - off site	25,740.00		-Plant Operation	33,906.00		
-Plant Operation	40,494.00			293,166.00		
Total Cost of Program Delivery (\$269,998.00)			Total Cost of Program Delivery (\$ 78,144.00)			

March 25, 1996

Hamilton Board of Education
100 Main Street, West
HAMILTON, Ontario

Referred to the Program Committee
at the 1996 04 18 Board meeting.

Mr. Robert Stewart, Chair;

Dear Sir:

The Corporation, speaking for the members of the Parish of St Alban the Martyr, write to ask the Hamilton Board of Education to undertake the establishment of a pilot course to offer *Education in Religion* in the Board's schools.

The Anglican Church has had a long history of involvement with education in Ontario. Since the middle of the last century the Church has chosen to support a public school system, rather than operation a separate one of its own. This decision was taken in the trust that religion would have a place in the program of studies.

Increasing secularization, in the school systems of Ontario, has precluded this, but the opportunity to offer these studies is permitted. It is possible that some boards are not aware of the choice open to them. To this end we direct you to a publication of the Ministry of Education entitled; *Education About Religion In The Public Schools*. This publication is available from;

Ontario Government Bookstore
880 Bay St
TORONTO, Ontario
M7A 1L2
Telephone 1-800-668-9938

While clearly, we recognize there are difficulties, in terms of adding yet one more subject, and that there has been no preparation for teachers to teach such a course, to which is further added the current financial crunch, we never the less remain convinced that this can be done, as much as any other new subject has been introduced, in the past.

What has to be kept in sight, is that religion is a major area of human thought and experience, and we believe that religious literacy has a strong case for inclusion in the curriculum. The role of religion in history has touched and continues to touch all people in Ontario. Our laws and our government are based in Judeo/Christian practice and teaching. Art, music, literature and multicultural appreciation are all based in the religious experience.



The Anglican Church
of Canada
Diocese of Niagara

200 Cope Street
(at Britannia)
Hamilton, Ontario
L8H 5B4

Telephone
(905)-549-9636



The Reverend
Charles C. Stirling
Rector

-2-Education In Religion

In more gentle (but perhaps not always just) times religion, the family, the community and the schools provided the anchors of a child's life and experience, of nurture, learning and responsibility. Each played a role in a child's development and each, of these four areas of nurture, was mutually dependent upon the others.

Today the concept of family has radically changed. Often children are left to their own devices and learn few skills to prepare them for life and responsibility in maturity. The community once place of safe haven and nurture, where many members took an interest in the life and development of all children from encouragement to correction and discipline, no longer exercises that influence, in a 'me first' rush to material objectives.

The Church does not now enjoy the support of the family and the community, as it once did and finds that it must compete with secular value systems when it attempts to offer its teaching and ministry. Admittedly, it had made its share of mistakes in the past, and so lost some of its appeal.

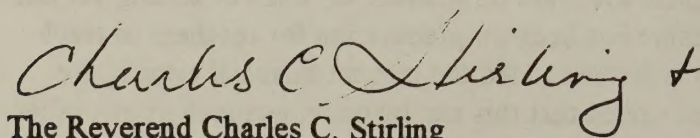
The schools, which seemed always to uphold and reinforce the values of the home, the Church and society have moved away from that position to something rather undefined, but called *correct*. This has given rise to a strong sense of one's rights, but no sense of responsibility.

Any hope that we would have for the future, concerning the full development of the whole child and its own sense of mutual responsibility in society, and in terms of what is right and wrong and in the expectation of an education that prepares that child to eventually take its place in the world, lies in a new alliance of mutual support between the family, the community, the Church and the education system, as the centres of human nurture, learning and responsibility. In such a new cooperation, the role of Religious Education is critical to the whole process.

We thank you for your consideration of our request.

Sincerely

For the Corporation of The Church of St Alban the Martyr:

A handwritten signature in cursive script, reading "Charles C. Stirling", followed by a small cross-like flourish.

The Reverend Charles C. Stirling
Rector

cc Mr. Ray Mulholland, Trustee
Mrs Sandy Hill, Trustee
Mr Geoff Korz, Trustee

1996 05 09

To: Chairman and Members
Program Committee

From: E.G. Bond, Superintendent of Program

Re: Grade 4 Keyboarding Pilot

Report: Information

Background

The use of computers to assist students with their learning is an important aspect of much of today's curriculum.

In order to maximize the potential of computers as learning tools, students need to develop both basic computer literacy and keyboarding skills. An early formal introduction to touch-typing skills will eliminate the need at a later date, for students to 'unlearn' the poor keyboarding practices associated with the 'hunt and peck' method. The early establishment of proper keyboarding practices will provide the base for the refinement of skills in later grades.

Research studies on the optimum age level to initiate keyboarding instruction suggest that being able to read is an important antecedent skill. Additionally, there are some motor skill abilities which will influence a student's proficiency in touch typing.

Results of studies on early keyboard use indicate that young children can learn to type correctly, and they can do so without frustration. Although primary students (K - 3) generally progressed to words only, junior students (grade 4 - 6) experienced success with words and sentences and stayed with the task for longer periods of time. These studies have verified that by grade 4, most students are developmentally able to begin the formal acquisition of keyboarding skills, but that they need continuous practice to maintain and refine the skills.

Based on the findings of the research, two Hamilton elementary teachers, Marilyn Legault, Hess Street School, and Toni DeYoe, Queensdale School, volunteered to work with Avanell Scherer and Mary Jean Tyczynski to pilot a Grade 4 Keyboarding Program during the 1995-96 school year. Appendix I outlines the Pilot Plan. An overview and evaluation of the pilot by the teachers is found in Appendix II. Parent responses to the Keyboarding Pilot are summarized in Appendix III. The document, Introduction to Keyboarding: Grade Four Outcome-Based Learning is in Appendix IV.

Opportunities for field testing in other grade 4 classrooms are being offered for 1996-97 along with the development of a grade 4 - 8 program document to allow for the extension of the keyboarding skills initiated in grade 4.

Issue

To share information with trustees about the grade 4 keyboarding pilot.

Recommendation

That the report on grade 4 keyboarding pilot be received for information.

Appendices

- Appendix I Grade Four Keyboarding Pilot - Action Plan
- Appendix II Overview and Evaluation by Pilot- school Teachers
- Appendix III Parent Responses to Keyboarding Pilot
- Appendix IV Introduction to Keyboarding: Grade Four Outcome-Based Learning
document, including assessment and evaluation tools and sample formats

Prepared by: Toni DeYoe, Queensdale School
Marilyn Legault, Hess Street School
Avanell Scherer, Project Team Consultant
Mary Jean Tyczynski, Project Team Consultant

Appendix I

Introduction to Keyboarding Grade 4

Keyboarding Pilot Action Plan

Appendix I

Introduction to Keyboarding Grade 4

Keyboarding Pilot Action Plan

Grade Four Keyboarding Pilot - Action Plan

Page 1

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What needs to be done? (Area of Focus/ Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timelines
Initiate a keyboarding pilot for grade four students	A basic pilot framework is developed.	Preliminary planning has occurred.	Clarify method of program delivery. Resources identified and distributed to teachers to review. Establish timelines.	<u>Are you Ready?</u> <u>Elementary</u> <u>Keyboarding</u> Ubelackers S. and Cathcart G. <u>All the Right Type</u> Didatech Software	A. Scherer M.J. Tyczynski M. Legault T. DeYoe	June 28, 1995
Install MS Works on all machines at Queensdale	MS Works installed on all machines within the school	MS Works installed on all machines	Avanell to meet with Len Dixon to request support of computer technicians.	<u>Introduction to Keyboarding - Grade Four Outcome-Based Learning - May 1995</u> Hamilton Board of Education Computer technicians	A. Scherer	for September, 1995
Lessons planned for instruction of keyboarding skills	Initial lessons developed for instruction. Teachers prepared to start keyboarding program with students.	Teaching strategies for first lessons established. Necessary materials assembled. Initial pretest planned.	Identify skills to be taught. Demonstrate introductory lessons. Discuss appropriate methods of instruction.	A. Scherer <u>Grade Nine - Introduction to Keyboarding</u> Hamilton Board of Education	A. Scherer M. Legault T. DeYoe	August 31, 1995
Formulate teaching and evaluation strategies. Develop plans for future.	Implement necessary teaching and evaluation strategies.		Review what needs to be accomplished.	<u>Keyboarding and Formatting.</u> Fleming L. and Scherer A.		Ongoing

Grade Four Keyboarding Pilot - Action Plan

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What needs to be done? (Area of Focus/ Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timelines
Install MS Works on all machines at Queensdale. Obtain keyboarding wall charts for the Hess and Queensdale labs.	MS Works installed on all the machines in the school. Keyboarding charts posted on the lab walls.	MS Works installed on all the machines within the school. Wall charts installed at Hess and Queensdale.	Contact P. Kossup to facilitate arranging computer technicians to install program. Arrange printing of wall charts and deliver them to Hess and Queensdale	A. Scherer P. Kossup Computer Technicians	A. Scherer	September 8, 1995
Evaluate student progress and program delivery.	Collect data to plan future lessons.	Able to identify student abilities and needs.	Use Teaching/Learning Cycle. Review and assess needs. Formulate short-term and long-term plans.		A. Scherer M. Legault T. DeYoe	October 4, 1995
Evaluate progress of pilot.	Data collected and analysed regarding progress of the pilot. Information gathered. Progress of the pilot evaluated. Progress reviewed and problems/questions discussed with A. Scherer.	Students observed in class. Students' needs addressed.	A. Scherer to visit Queensdale on October 23, 1995.	Grade 3/4 class at Queensdale.	A. Scherer M. Legault T. DeYoe	October 23, 1995
Observe a grade nine keyboarding class.	Gather information for the future.	Introductory keyboarding at the secondary level.	Arrange to visit grade nine class through A. Scherer.	Hill Park Secondary School. Dave Wright Barbara Tkach	T. DeYoe	November 4, 1995

Grade Four Keyboarding Pilot - Action Plan

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What needs to be done? (Area of Focus/ Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timelines
Draft outcomes for grade 4-8 keyboarding	Rough draft of outcomes for grade 4-8 established.	A list of specific outcomes for each grade from 4-8 developed.	Identified skills to be addressed for each level based on teachers' observations and instructions.	<u>Introduction to Keyboarding - Grade Four Outcome-Based Learning - May 1995</u> Results of pilot to date.	A. Scherer M. Legault T. DeYoe	January 15, 1996
Finalize indicators of successful student performance, suggested learning/teaching strategies, and methods of evaluation.	Revised original draft of Introduction to Keyboarding.	A completed revision of the document.	Read and revise working document.	<u>Original Introduction to Keyboarding - Grade Four Outcome-Based Learning - May 1995</u>	M. Legault T. DeYoe	January 24, 1996
Determine feasibility of continuing pilot for grade five keyboarding at Queensdale next year. (Hess already confirmed.)	Pilot schools identified for next year.	A commitment from Queensdale to continue to pilot keyboarding.	Discuss the following: - concerns for future needs of students in 96/97 - needs for staff to continue pilot 96/97 - commitment by teachers and principal to pilot at grade 5 level 96/97.	G. Belisario (principal) and Grade 4 and 5 teachers at Queensdale.	T. DeYoe	For February 5, 1996
Finalize keyboarding document for submission.	Document completed for submission to A. Scherer.	A. Scherer receives completed document.	Collate ongoing revisions. Document to include: - Revised version of <u>Introduction to Keyboarding - Grade Four Outcome-Based Learning</u> . - Evaluation Strategies - Teacher Evaluation of Pilot - Action Plan	G. Belisario	M. Legault T. DeYoe	For March 6, 1996

Grade Four Reading - Action Plan

Standard	Indicator	Assessment	Instructional Strategies	Resources	Timeline	Notes
4-1.1	4-1.1.1	4-1.1.1.1	4-1.1.1.2	4-1.1.1.3	4-1.1.1.4	4-1.1.1.5
4-1.2	4-1.2.1	4-1.2.1.1	4-1.2.1.2	4-1.2.1.3	4-1.2.1.4	4-1.2.1.5
4-1.3	4-1.3.1	4-1.3.1.1	4-1.3.1.2	4-1.3.1.3	4-1.3.1.4	4-1.3.1.5
4-1.4	4-1.4.1	4-1.4.1.1	4-1.4.1.2	4-1.4.1.3	4-1.4.1.4	4-1.4.1.5
4-1.5	4-1.5.1	4-1.5.1.1	4-1.5.1.2	4-1.5.1.3	4-1.5.1.4	4-1.5.1.5
4-1.6	4-1.6.1	4-1.6.1.1	4-1.6.1.2	4-1.6.1.3	4-1.6.1.4	4-1.6.1.5
4-1.7	4-1.7.1	4-1.7.1.1	4-1.7.1.2	4-1.7.1.3	4-1.7.1.4	4-1.7.1.5
4-1.8	4-1.8.1	4-1.8.1.1	4-1.8.1.2	4-1.8.1.3	4-1.8.1.4	4-1.8.1.5
4-1.9	4-1.9.1	4-1.9.1.1	4-1.9.1.2	4-1.9.1.3	4-1.9.1.4	4-1.9.1.5
4-1.10	4-1.10.1	4-1.10.1.1	4-1.10.1.2	4-1.10.1.3	4-1.10.1.4	4-1.10.1.5
4-1.11	4-1.11.1	4-1.11.1.1	4-1.11.1.2	4-1.11.1.3	4-1.11.1.4	4-1.11.1.5
4-1.12	4-1.12.1	4-1.12.1.1	4-1.12.1.2	4-1.12.1.3	4-1.12.1.4	4-1.12.1.5
4-1.13	4-1.13.1	4-1.13.1.1	4-1.13.1.2	4-1.13.1.3	4-1.13.1.4	4-1.13.1.5
4-1.14	4-1.14.1	4-1.14.1.1	4-1.14.1.2	4-1.14.1.3	4-1.14.1.4	4-1.14.1.5
4-1.15	4-1.15.1	4-1.15.1.1	4-1.15.1.2	4-1.15.1.3	4-1.15.1.4	4-1.15.1.5
4-1.16	4-1.16.1	4-1.16.1.1	4-1.16.1.2	4-1.16.1.3	4-1.16.1.4	4-1.16.1.5
4-1.17	4-1.17.1	4-1.17.1.1	4-1.17.1.2	4-1.17.1.3	4-1.17.1.4	4-1.17.1.5
4-1.18	4-1.18.1	4-1.18.1.1	4-1.18.1.2	4-1.18.1.3	4-1.18.1.4	4-1.18.1.5
4-1.19	4-1.19.1	4-1.19.1.1	4-1.19.1.2	4-1.19.1.3	4-1.19.1.4	4-1.19.1.5
4-1.20	4-1.20.1	4-1.20.1.1	4-1.20.1.2	4-1.20.1.3	4-1.20.1.4	4-1.20.1.5
4-1.21	4-1.21.1	4-1.21.1.1	4-1.21.1.2	4-1.21.1.3	4-1.21.1.4	4-1.21.1.5
4-1.22	4-1.22.1	4-1.22.1.1	4-1.22.1.2	4-1.22.1.3	4-1.22.1.4	4-1.22.1.5
4-1.23	4-1.23.1	4-1.23.1.1	4-1.23.1.2	4-1.23.1.3	4-1.23.1.4	4-1.23.1.5
4-1.24	4-1.24.1	4-1.24.1.1	4-1.24.1.2	4-1.24.1.3	4-1.24.1.4	4-1.24.1.5
4-1.25	4-1.25.1	4-1.25.1.1	4-1.25.1.2	4-1.25.1.3	4-1.25.1.4	4-1.25.1.5
4-1.26	4-1.26.1	4-1.26.1.1	4-1.26.1.2	4-1.26.1.3	4-1.26.1.4	4-1.26.1.5
4-1.27	4-1.27.1	4-1.27.1.1	4-1.27.1.2	4-1.27.1.3	4-1.27.1.4	4-1.27.1.5
4-1.28	4-1.28.1	4-1.28.1.1	4-1.28.1.2	4-1.28.1.3	4-1.28.1.4	4-1.28.1.5
4-1.29	4-1.29.1	4-1.29.1.1	4-1.29.1.2	4-1.29.1.3	4-1.29.1.4	4-1.29.1.5
4-1.30	4-1.30.1	4-1.30.1.1	4-1.30.1.2	4-1.30.1.3	4-1.30.1.4	4-1.30.1.5
4-1.31	4-1.31.1	4-1.31.1.1	4-1.31.1.2	4-1.31.1.3	4-1.31.1.4	4-1.31.1.5
4-1.32	4-1.32.1	4-1.32.1.1	4-1.32.1.2	4-1.32.1.3	4-1.32.1.4	4-1.32.1.5
4-1.33	4-1.33.1	4-1.33.1.1	4-1.33.1.2	4-1.33.1.3	4-1.33.1.4	4-1.33.1.5
4-1.34	4-1.34.1	4-1.34.1.1	4-1.34.1.2	4-1.34.1.3	4-1.34.1.4	4-1.34.1.5
4-1.35	4-1.35.1	4-1.35.1.1	4-1.35.1.2	4-1.35.1.3	4-1.35.1.4	4-1.35.1.5
4-1.36	4-1.36.1	4-1.36.1.1	4-1.36.1.2	4-1.36.1.3	4-1.36.1.4	4-1.36.1.5
4-1.37	4-1.37.1	4-1.37.1.1	4-1.37.1.2	4-1.37.1.3	4-1.37.1.4	4-1.37.1.5
4-1.38	4-1.38.1	4-1.38.1.1	4-1.38.1.2	4-1.38.1.3	4-1.38.1.4	4-1.38.1.5
4-1.39	4-1.39.1	4-1.39.1.1	4-1.39.1.2	4-1.39.1.3	4-1.39.1.4	4-1.39.1.5
4-1.40	4-1.40.1	4-1.40.1.1	4-1.40.1.2	4-1.40.1.3	4-1.40.1.4	4-1.40.1.5
4-1.41	4-1.41.1	4-1.41.1.1	4-1.41.1.2	4-1.41.1.3	4-1.41.1.4	4-1.41.1.5
4-1.42	4-1.42.1	4-1.42.1.1	4-1.42.1.2	4-1.42.1.3	4-1.42.1.4	4-1.42.1.5
4-1.43	4-1.43.1	4-1.43.1.1	4-1.43.1.2	4-1.43.1.3	4-1.43.1.4	4-1.43.1.5
4-1.44	4-1.44.1	4-1.44.1.1	4-1.44.1.2	4-1.44.1.3	4-1.44.1.4	4-1.44.1.5
4-1.45	4-1.45.1	4-1.45.1.1	4-1.45.1.2	4-1.45.1.3	4-1.45.1.4	4-1.45.1.5
4-1.46	4-1.46.1	4-1.46.1.1	4-1.46.1.2	4-1.46.1.3	4-1.46.1.4	4-1.46.1.5
4-1.47	4-1.47.1	4-1.47.1.1	4-1.47.1.2	4-1.47.1.3	4-1.47.1.4	4-1.47.1.5
4-1.48	4-1.48.1	4-1.48.1.1	4-1.48.1.2	4-1.48.1.3	4-1.48.1.4	4-1.48.1.5
4-1.49	4-1.49.1	4-1.49.1.1	4-1.49.1.2	4-1.49.1.3	4-1.49.1.4	4-1.49.1.5
4-1.50	4-1.50.1	4-1.50.1.1	4-1.50.1.2	4-1.50.1.3	4-1.50.1.4	4-1.50.1.5
4-1.51	4-1.51.1	4-1.51.1.1	4-1.51.1.2	4-1.51.1.3	4-1.51.1.4	4-1.51.1.5
4-1.52	4-1.52.1	4-1.52.1.1	4-1.52.1.2	4-1.52.1.3	4-1.52.1.4	4-1.52.1.5
4-1.53	4-1.53.1	4-1.53.1.1	4-1.53.1.2	4-1.53.1.3	4-1.53.1.4	4-1.53.1.5
4-1.54	4-1.54.1	4-1.54.1.1	4-1.54.1.2	4-1.54.1.3	4-1.54.1.4	4-1.54.1.5
4-1.55	4-1.55.1	4-1.55.1.1	4-1.55.1.2	4-1.55.1.3	4-1.55.1.4	4-1.55.1.5
4-1.56	4-1.56.1	4-1.56.1.1	4-1.56.1.2	4-1.56.1.3	4-1.56.1.4	4-1.56.1.5
4-1.57	4-1.57.1	4-1.57.1.1	4-1.57.1.2	4-1.57.1.3	4-1.57.1.4	4-1.57.1.5
4-1.58	4-1.58.1	4-1.58.1.1	4-1.58.1.2	4-1.58.1.3	4-1.58.1.4	4-1.58.1.5
4-1.59	4-1.59.1	4-1.59.1.1	4-1.59.1.2	4-1.59.1.3	4-1.59.1.4	4-1.59.1.5
4-1.60	4-1.60.1	4-1.60.1.1	4-1.60.1.2	4-1.60.1.3	4-1.60.1.4	4-1.60.1.5
4-1.61	4-1.61.1	4-1.61.1.1	4-1.61.1.2	4-1.61.1.3	4-1.61.1.4	4-1.61.1.5
4-1.62	4-1.62.1	4-1.62.1.1	4-1.62.1.2	4-1.62.1.3	4-1.62.1.4	4-1.62.1.5
4-1.63	4-1.63.1	4-1.63.1.1	4-1.63.1.2	4-1.63.1.3	4-1.63.1.4	4-1.63.1.5
4-1.64	4-1.64.1	4-1.64.1.1	4-1.64.1.2	4-1.64.1.3	4-1.64.1.4	4-1.64.1.5
4-1.65	4-1.65.1	4-1.65.1.1	4-1.65.1.2	4-1.65.1.3	4-1.65.1.4	4-1.65.1.5
4-1.66	4-1.66.1	4-1.66.1.1	4-1.66.1.2	4-1.66.1.3	4-1.66.1.4	4-1.66.1.5
4-1.67	4-1.67.1	4-1.67.1.1	4-1.67.1.2	4-1.67.1.3	4-1.67.1.4	4-1.67.1.5
4-1.68	4-1.68.1	4-1.68.1.1	4-1.68.1.2	4-1.68.1.3	4-1.68.1.4	4-1.68.1.5
4-1.69	4-1.69.1	4-1.69.1.1	4-1.69.1.2	4-1.69.1.3	4-1.69.1.4	4-1.69.1.5
4-1.70	4-1.70.1	4-1.70.1.1	4-1.70.1.2	4-1.70.1.3	4-1.70.1.4	4-1.70.1.5
4-1.71	4-1.71.1	4-1.71.1.1	4-1.71.1.2	4-1.71.1.3	4-1.71.1.4	4-1.71.1.5
4-1.72	4-1.72.1	4-1.72.1.1	4-1.72.1.2	4-1.72.1.3	4-1.72.1.4	4-1.72.1.5
4-1.73	4-1.73.1	4-1.73.1.1	4-1.73.1.2	4-1.73.1.3	4-1.73.1.4	4-1.73.1.5
4-1.74	4-1.74.1	4-1.74.1.1	4-1.74.1.2	4-1.74.1.3	4-1.74.1.4	4-1.74.1.5
4-1.75	4-1.75.1	4-1.75.1.1	4-1.75.1.2	4-1.75.1.3	4-1.75.1.4	4-1.75.1.5
4-1.76	4-1.76.1	4-1.76.1.1	4-1.76.1.2	4-1.76.1.3	4-1.76.1.4	4-1.76.1.5
4-1.77	4-1.77.1	4-1.77.1.1	4-1.77.1.2	4-1.77.1.3	4-1.77.1.4	4-1.77.1.5
4-1.78	4-1.78.1	4-1.78.1.1	4-1.78.1.2	4-1.78.1.3	4-1.78.1.4	4-1.78.1.5
4-1.79	4-1.79.1	4-1.79.1.1	4-1.79.1.2	4-1.79.1.3	4-1.79.1.4	4-1.79.1.5
4-1.80	4-1.80.1	4-1.80.1.1	4-1.80.1.2	4-1.80.1.3	4-1.80.1.4	4-1.80.1.5
4-1.81	4-1.81.1	4-1.81.1.1	4-1.81.1.2	4-1.81.1.3	4-1.81.1.4	4-1.81.1.5
4-1.82	4-1.82.1	4-1.82.1.1	4-1.82.1.2	4-1.82.1.3	4-1.82.1.4	4-1.82.1.5
4-1.83	4-1.83.1	4-1.83.1.1	4-1.83.1.2	4-1.83.1.3	4-1.83.1.4	4-1.83.1.5
4-1.84	4-1.84.1	4-1.84.1.1	4-1.84.1.2	4-1.84.1.3	4-1.84.1.4	4-1.84.1.5
4-1.85	4-1.85.1	4-1.85.1.1	4-1.85.1.2	4-1.85.1.3	4-1.85.1.4	4-1.85.1.5
4-1.86	4-1.86.1	4-1.86.1.1	4-1.86.1.2	4-1.86.1.3	4-1.86.1.4	4-1.86.1.5
4-1.87	4-1.87.1	4-1.87.1.1	4-1.87.1.2	4-1.87.1.3	4-1.87.1.4	4-1.87.1.5
4-1.88	4-1.88.1	4-1.88.1.1	4-1.88.1.2	4-1.88.1.3	4-1.88.1.4	4-1.88.1.5
4-1.89	4-1.89.1	4-1.89.1.1	4-1.89.1.2	4-1.89.1.3	4-1.89.1.4	4-1.89.1.5
4-1.90	4-1.90.1	4-1.90.1.1	4-1.90.1.2	4-1.90.1.3	4-1.90.1.4	4-1.90.1.5
4-1.91	4-1.91.1	4-1.91.1.1	4-1.91.1.2	4-1.91.1.3	4-1.91.1.4	4-1.91.1.5
4-1.92	4-1.92.1	4-1.92.1.1	4-1.92.1.2	4-1.92.1.3	4-1.92.1.4	4-1.92.1.5
4-1.93	4-1.93.1	4-1.93.1.1	4-1.93.1.2	4-1.93.1.3	4-1.93.1.4	4-1.93.1.5
4-1.94	4-1.94.1	4-1.94.1.1	4-1.94.1.2	4-1.94.1.3	4-1.94.1.4	4-1.94.1.5
4-1.95	4-1.95.1	4-1.95.1.1	4-1.95.1.2	4-1.95.1.3	4-1.95.1.4	4-1.95.1.5
4-1.96	4-1.96.1	4-1.96.1.1	4-1.96.1.2	4-1.96.1.3	4-1.96.1.4	4-1.96.1.5
4-1.97	4-1.97.1	4-1.97.1.1	4-1.97.1.2	4-1.97.1.3	4-1.97.1.4	4-1.97.1.5
4-1.98	4-1.98.1	4-1.98.1.1	4-1.98.1.2	4-1.98.1.3	4-1.98.1.4	4-1.98.1.5
4-1.99	4-1.99.1	4-1.99.1.1	4-1.99.1.2	4-1.99.1.3	4-1.99.1.4	4-1.99.1.5
4-1.100	4-1.100.1	4-1.100.1.1	4-1.100.1.2	4-1.100.1.3	4-1.100.1.4	4-1.100.1.5

Appendix II

Introduction to Keyboarding Grade 4

Overview & Evaluation

Prepared by Teachers:

Toni DeYoe, Queensdale School
Marilyn Legault, Hess Street School

Appendix II

Introduction to Keyboarding Grade 4

Overview & Evaluation

Prepared by: Teacher

Tom Brown, Coxsack High School
Marianne Brown, Coxsack High School

Overview and Evaluation by Teachers -

Toni DeYoe, Queensdale School and Marilyn Legault, Hess Street School

Because of our interest in using technology in the classroom and our belief in the need for integration of computers into all subject areas, we volunteered, and were selected, to pilot the Grade 4 Keyboarding Program. We met with Avanell Scherer, Information Skills and Technology, Project Team Consultant, in June of 1995 and again at the end of August to review the draft of the keyboarding document, as well as to discuss teaching strategies. Over the course of the 1995-1996 school year, we have met numerous times to share feedback and to plan strategies.

We used the draft copy of "Introduction to Keyboarding: Grade Four Outcome-Based Learning" as a guide to the outcomes and skills to be introduced, (as well as various other keyboarding resources). Based on our experiences with the students over the course of the year, we have expanded, modified, and edited this document as related to defining appropriate learning outcomes, identifying indicators of successful student learning, and providing teaching strategies, evaluation tools, and resource materials that will assist other grade four teachers with the implementation of this program.

Included in this pilot was interaction with our local secondary schools (Sir John A. Macdonald and Hill Park). Plans are being made for the grade four students at Hess to share experiences and interact with those in the grade nine keyboarding program at Sir John A. Macdonald. As well, Toni DeYoe visited Hill Park's grade nine keyboarding classes in the fall to gain further insight into the delivery of the program. The high school business departments provided us with various resource materials such as keyboarding charts and keyboarding puzzles. In addition, the possibility of having secondary school tutors for the younger students is a concept which can be explored in the future.

As in all areas of learning, the students have not moved from one skill level to the next as a homogeneous group. Some children have acquired keying skills readily, while others have taken longer to recall the location of specific letters and numbers on the keyboard. Providing remediation and reteaching, as well as 'enrichment' activities to meet the need of all students, are necessary components of the keyboarding program. Strategies related to the latter, as well as what to do with a new student who has just moved in (with no keyboarding experience), are addressed in the revised document.

Providing regular computer lab time is essential to the success of the keyboarding program. It requires a serious commitment on the part of the teacher, as well as support from the school principal, to ensure that timetable and computer lab schedules are not restrictive. As the program expands from grades five to eight, schools will have to create schedules which allow for the continued development of keyboarding skills and formatting applications in a variety of subject areas. It is well worth the effort!

One very useful set of tools that definitely helped to diffuse computer lab booking difficulties was the ten "AlphaSmart" word processing units that our schools each received as participants in this pilot program. These portable keyboard units allowed the students to key in information in the classroom, save it to a file, then 'dump' it into a computer word processor at a later date for detailed editing and printing by means of a simple cable link. Thus, as well as being useful to acquiring and practising keyboarding skills, the AlphaSmart machines have been sought after by many teachers in our schools to facilitate

the processes involved in writing during group activities in their classrooms. This has had the added advantage of freeing up time in the computer lab as well. We feel that providing these keyboarding units to other schools involved in the program will help to avoid computer lab 'overload.'

Another area in which fluent touch-typing skills are an important asset is related to the use of the modem for purposes of sending e-mail and accessing the Internet. With limited on-line time, it is essential that students be able to key in data at an adequate rate of speed and accuracy. As the year has progressed, the results of keying practice have been obvious as the students increased their time in cyberspace.

In order to maintain and to improve upon the skills acquired at the grade four level, outcome-based learning documents are currently being designed to expand the integration of keyboarding skills into grades five through eight. To this end, a Grade Five Keyboarding Program Pilot will be implemented in the fall at Hess Street and Queensdale.

In conclusion, we have found this pilot project to be a very worthwhile and rewarding one. Our students have become successful touch typists and are using these skills in a variety of other subject areas and disciplines. By becoming fluent at keyboarding, they can input information into stories and reports at a much faster rate, and are able to concentrate on the content of their documents rather than on the mechanics of completing them. Elements of the writing process, such as editing and revising, are not as onerous for the students as they once were. As well, the students are impressed with the professional look of their finished products. When surveyed, the parents were extremely positive and supportive of the program; those with computers at home have noticed a carry-over of keyboarding skills to home use. Volunteers and visitors to our schools are impressed with the concentration put forth by the students when completing keyboarding drills and assignment, and with their skill level as well - skills that the students themselves are proud to demonstrate!

Appendix III

Introduction to Keyboarding Grade 4

Parent Responses to Keyboarding Pilot

Appendix III

Introduction to

Keyboarding

Grade 4

Parent Responses

to

Keyboarding Pilot

Parent Responses to Keyboarding Pilot

In February, a letter was sent to the parents of Queensdale students explaining that the piloting teachers would be asked to share their observations with the Program Committee. They were asked to share any observations, questions, or concerns they had about the keyboarding pilot.

Of the 32 forms sent home with the children, 23 were returned. Of these, 7 had no comment to make and the remaining 16 wrote comments ranging in length from one sentence to over a page.

Two parents queried their child's progress as they did not have a computer at home and were unable to judge for themselves. The rest of the letters were overwhelmingly positive and expressed how pleased they felt that their child was acquiring this skill.

One grade three parent who had a chance to observe the program said "... the children had demonstrated the required motor skills and cognitive development I would have previously thought to be at requisite levels in an older age group. The learning materials I was shown, I felt were excellent and I was particularly impressed with the portable keyboards used in the instruction and evaluation of learned skills. The fact that the children are able to use a variety of keyboards to practice (i.e. the computer and the softer touch portable keyboard) I felt was beneficial....." This parent went on to consider at which grade it would be most beneficial to begin keyboarding.

" I was very surprised and pleased to discover my eight year old son 'touch-typing' on our home computer. This is a skill that I didn't have a chance to learn until grade 9, but once learned, I have never forgotten even after some years of no practice. I'm so glad we were chosen for this pilot. My son now has the beginnings of a skill he will use his entire life, and he has learned it early enough to use throughout his academic life."

Parent of Grade Three Student

" I have noticed (she) is more keenly interested in computers since taking the keyboarding course. I was amazed at how confident she was on our own computer at home and was accurate and her speed was getting faster. It is an important skill to be needed and I'm glad Queensdale was chosen as pilot program."

Parent of Grade Four Student

" The ability to use the keyboard has increased her ability and desire to use the computer. Hopefully all children will have a similar experience to develop this important skill."

Parent of a Grade Four SLD Student.

" We are very pleased our daughter is able to participate in the above the pilot. Initially, she complained how difficult it was. (I think she wanted to use the computer time for games as she had in grade two.) Now she is showing her older sister and anyone who will listen how easy learning to type is and how much fun it is to see how fast she can go. I know she is proud of this new skill..."

Parent of a Grade Three Student

" He has a good understanding of proper keyboarding techniques. He uses two hands and tries to perform different functions."

Parent of Grade Three Hard of Hearing Student

Parent Response to Keyboarding

The purpose of this study was to determine the relationship between parent response and child keyboarding performance. The study was conducted in a classroom setting with 20 children aged 8-10 years.

The study was conducted in a classroom setting with 20 children aged 8-10 years. The children were divided into two groups: a control group and an experimental group.

The experimental group received instruction in keyboarding skills, while the control group did not. The children were then tested on their keyboarding performance.

The results of the study showed that the experimental group performed significantly better than the control group on the keyboarding test. This suggests that parent response to keyboarding instruction is a significant factor in child performance.

The study also found that the experimental group showed a greater improvement in keyboarding skills over time than the control group. This suggests that parent response to keyboarding instruction is a significant factor in child performance.

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Appendix IV

Introduction to Keyboarding Grade 4

Outcome-Based Learning Document

Appendix IV

Introduction to Keyboarding Grade 4

Outcome-Based Learning Document

ACKNOWLEDGMENTS

Special thanks to **Toni DeYoe, Queensdale**, and **Marilyn Legault, Hess Street**, for the work they did in preparing this grade 4, outcome-based document, *"Introduction to Keyboarding."*

Also thanks to **Avanell Scherer, Project Team Consultant**, and **Mary Jean Tyczynski, Project Team Consultant**, who provided many ideas and resources.

Appreciation also goes to **Kathy MacDonald-Gillis, Education Centre**, who produced the document.

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If it is brought to our attention that any material has been unknowingly included here without proper recognition of its source, we will be pleased to acknowledge or withdraw this material.

Avanell Scherer, Consultant
Project Team

Mary Jean Tyczynski, Consultant
Project Team

March, 1996

Reporting Statements and Learning Outcomes

GRADE 4 - Introduction to Keyboarding

K.4.1 Uses technology appropriately to access, manage, analyse, and communicate information.

- 1 Demonstrates correct touch-typing techniques.
- 2 Inputs information at a rate of speed necessary to communicate effectively.
- 3 Inputs information at a level of accuracy necessary to communicate effectively.
- 4 Uses appropriate software in the collection, storage, processing, and communication of data.

K.4.2 Creates documents using various keying formats.

- 1 Uses appropriate function keys to organize data.
- 2 Demonstrates familiarity with a range of formats and uses them for appropriate applications.

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.1

Uses technology appropriately to access, manage, analyse, and communicate information.

Learning Outcome

K.4.1.1

Demonstrates correct touch-typing techniques.

Indicators of Successful Student Performance

- Displays correct wrist, finger, and eye touch-typing techniques.
- Displays correct posture.
- Uses "anchor" keys on home row to access entire alpha-numeric keyboard.
- Demonstrates ability to evaluate self and peers regarding correct touch-typing techniques.
- Keys capital letters correctly.

Suggested Learning/Teaching Strategies

- Introduce correct posture and technique: elbows comfortably at sides, feet on floor, keyboard at centre of body, home row positioning of fingers, wrists up, eyes on copy, stroke keys sharply.
- Use ALL RIGHT TYPE and/or ARE YOUR READY introductions.
- Display cards on wall to reinforce and remind.
- Begin with HOME ROW letters; call out letters and students key these; emphasize correct technique over accuracy.
- Keep moving; provide encouragement; ignore incorrect keying, just rekey correctly.
- Monitor touching typing technique by self, peers, co-op student, teacher.
- Complete technique checklists periodically (see appendix).
- Use "Are Your Ready" to practise the letters that have been introduced ("All The Right Type" can also be used, but be aware that letters are introduced in a different order); have students close eyes or turn off monitors while working.
- "Hoods" that cover keyboards can be used to dissuade students from looking at fingers.
- Have keyboard charts displayed around room for reference.
- Emphasize use of "anchor keys;" i.e., every key you type needs an anchor key (often it's j or f) e.g; anchor your finger on "j" before you reach for the <enter> key with your 4th finger - it's okay if the other fingers are off the keys slightly.
- Put letter combinations or words on cards; hold up a card, students practise the word three times, then press <ENTER>.
- Emphasize use of correct SHIFT key when keying capital letters (opposite hand).
- Use ALL THE RIGHT TYPE for immersion in use of capitals and periods.
- Call out spelling of student names to add interest in practicing capitals.

K.4.1.1

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.1

Uses technology appropriately to access, manage, analyse, and communicate information.

Learning Outcome

K.4.1.2

Inputs information at a rate of speed necessary to communicate effectively.

Indicators of Successful Student Performance

- Inputs straight copy at a rate of 20 gross words per minute.

- Accuracy: Number of Errors /10 Number of Errors /10

0	10	6	4
1	9	7	3
2	8	8	2
3	7	9	1
4	6	10	0
5	5		

- By end of January, identifies and uses all the alpha (letter) keys on keyboard.
- By end of second term, identifies and uses all of the alpha-numeric keys on keyboard.

Suggested Learning/Teaching Strategies

- Uses Speed Chart on page K.4. TBA to determine successful student performance.
- During first term, keyboarding mark should reflect technique only.
- Begin with informal timings, for example, "How many times can you key 'ad' in one minute?"
- Conducts timed tests periodically - see "Are You Ready."
- After a few tests, have students begin to set own goals for timed tests then compare results with goals set.
- Keeps student folders for work samples, tracking sheets, etc.
- Conducts various drills and tests periodically.
- Encourages "eyes on copy" and avoid "checking" screen for mistakes to promote speed; monitors should be turned off frequently to facilitate eyes on copy.

K.4.1.2

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.1

Uses technology appropriately to access, manage, analyse, and communicate information.

Learning Outcome

K.4.1.3

Inputs information at a level of accuracy necessary to communicate effectively.

Indicators of Successful Student Performance

- By the end of year inputs straight copy with an error rate of 5 errors or less per minute.
- Checklist p. K.4. TBA.

Suggested Learning/Teaching Strategies

- Uses Accuracy Chart to determine successful student performance.
- Encourages accuracy by reinforcing correct touch-typing techniques.
- Conducts daily drills of keys/concepts introduced - especially ones that prove to be "tricky."
- Ensures that the students' opportunities to key are: frequent, regular, and in a systematic, step-by-step approach.

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.1

Uses technology appropriately to access, manage, analyse, and communicate information.

Learning Outcome

K.4.1.4

Uses appropriate software in the collection, storage, processing, and communication of data.

Indicators of Successful Student Performance

- Uses word processing software to input copy and original data.
- Uses age-appropriate desktop publishing software for story writing.

Suggested Learning/Teaching Strategies

- see p. K.4.2.2.

K.4.1.4

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.2

Creates documents using various keying formats.

Learning Outcome

K.4.2.1

Uses appropriate function keys to organize data.

Indicators of Successful Student Performance

- Displays mastery of the following skills: disk maintenance, drag/click, and click mouse, save/retrieve, highlighting text.
- Demonstrates use of the following: bold, caps lock, horizontal centring, tab key for indenting, backspace, and delete.
- Uses the mouse and /or appropriate function keys to centre horizontally to create bold type and block capitals, and to execute simple editing.
- Uses mouse as one way to select commands and to locate specific information on the screen.
- Explores use of tab key for indenting in paragraph writing.

Suggested Learning/Teaching Strategies

- Provides students with opportunities to explore, using the mouse, to discover its capabilities.
- Experiments with and discusses alternate ways to completing the same task by using specific keys rather than the mouse (e.g; function keys to access pull down menus, arrow keys to move the cursor to a certain location on the screen).
- Encourages students to discover (or teacher demonstrates) how to centre text horizontally, and to create 'bold' type, as well as how to 'turn off' these commands (discuss when and why bold type might be used).
- After students are familiar with using the shift key to create individual capital letters, encourages use of CAPS LOCK key to create block capitals.
- Provides opportunities to practise the formats: for example,
 - during regular keyboarding drills
 - in journals, story, and letter writing
 - when creating signs for around the school
 - in listing books in a reading log
 - to invite another class to view a play the students have created
- Begins to explore use of the tab key as a means to indent when writing more than one paragraph in a story or letter.

K.4.1.1

GRADE 4 - Introduction to Keyboarding

Reporting Statement

K.4.2

Creates documents using various keying formats.

Learning Outcome

K.4.2.2

Demonstrates familiarity with a range of formats and uses them for appropriate applications.

Indicators of Successful Student Performance

- Demonstrates correct format for titles using block capitals, bold, and horizontal centring.
- Creates and formats a one-paragraph story using a title and indented paragraph.
- Creates and formats a one-paragraph friendly letter using full-block style and open punctuation.

Suggested Learning/Teaching Strategies

- Introduces/reviews simple word processing and desktop publishing programs, for example:
 - Kidwriter Gold
 - Children's Writing and Publishing Centre
 - Magic and Make Believe
 - Transportation Transformation
 - Garfield
 - MS Works, Word Perfect
 - Student Learning Centre
 - MS Publisher
 - * For the above, see recommended software list.
- Provides students with their own data disks (to be stored at school ONLY).
- Demonstrates how to save stories to disk, using the various programs, as well as how to get saved work from the disc.
- If using word processing software such as MS Works or Word Perfect, demonstrate how and why it is necessary to change from the c:/directory (hard drive) to floppy disk drive (either a: or b:) in order to save a story on a student data disk.
- Students should be familiar with and be able to execute simple editing, by using the delete, insert, backspace, and cursor (arrow) keys.
- Provides opportunities for students to use a variety of story writing programs and encourage use of centred, block capital titles, and bold type to highlight specific information.
- Note similarities between programs and commands used.
- Use a checklist to track mastery and make anecdotal comments to outline strengths/difficulties.

K.4.2.2

1996 05 09

To: Chairman and Members of the Program Committee
From: E. G. Bond, Superintendent of Program
Re: Middle School Review 1994-95: System Update
Report: Information

BACKGROUND

The purpose of program review is to provide information which assists in planning, both at the school and system levels. This review assesses classroom implementation of the Transition Years' program in middle schools (Appendix I).

In April, 1991, trustees of the Board of Education for the City of Hamilton approved the Middle School Action Plan which recommended that a preliminary Middle School Review be conducted by the Spring of 1992 and that "a system review be conducted in 1994-95 to assess the level of implementation of the Middle School Plan".

The preliminary Middle School Review of March, 1992, provided information on the implementation of middle school programs in the early phases of implementation. A system report was presented to the Board in September, 1992. The 1994-95 Review assesses the progress that schools have made. Between the two reviews, the Ministry of Education and Training released the *Transition Years' Policy and Program Requirements, 1992*. The recommendations of the Middle School Action Plan, 1991, were very similar to the Ministry's policy. The Hamilton *Transition Years' Implementation Guide* describes the program changes.

The 1994-95 Middle School Review had the following purposes:

- to determine the current level of implementation of middle school programs at both the school and system levels;
- to provide comparative data (1991-92, 1994-95) on the level of implementation of the middle school program at both the school and system levels;
- to identify exemplary programs in the Hamilton system;
- to identify areas of strength and need as a focus for school and system planning (within the context of the Transition Years Implementation Guide);
- to obtain more extensive information about the implementation of advisor/advisee programs from both teachers and students.

The 1991-92 Review was created by the Middle School Development Committee in collaboration with teachers, administrators, area supervisors, research, and Federation representatives, under the direction of the Special Assignment Teacher for Middle Schools. The 1994-95 Review, designed by the Program Services Department, is essentially the same as in 1991-92 with additional items on the advisor-advisee program and a section for school staffs to identify exemplary practices in their schools. In order to assist schools to use their review results in planning, the review team matched items from the 1991-92 survey with the "Refining" column of the *Transition Years' Implementation Guide*, and established desired ranges of practice. Review surveys were distributed and returned in the Spring of 1995.

The Middle School Review Communication and Planning Team was formed in the Fall of 1995 to:

- validate the content and process for reporting to schools,
- plan and support schools' use of review information,
- communicate updates regularly at principals' meetings, and obtain their input,
- plan and carry out school and system reporting.

The members of the committee are:

Sandy Cole, Cardinal Heights
Marg Schneider, Hampton Heights
Connie Kidd, Program Research
Carol Ramberan, Sir John A. Macdonald

Susan Fox, Dalewood
Barb Jepson, Ryerson
Al Male, Tweedsmuir
Karla Tessaro, Elizabeth Bagshaw

1994-95 system results are summarized in Appendix I, in comparison to 1991-92 results.

ISSUE

To communicate to trustees the *Middle School Review, 1994-95: System Update*.

RECOMMENDATION

That the *Middle School Review 1994-95: System Update* be received for information.

RATIONALE

This report (Appendix I) presents a system overview of areas that have improved, and areas that need to be improved in middle school programs, in the context of the *Transition Years' Implementation Guide* and in comparison to the findings of the 1991-92 Middle School Preliminary Review.

Comparative Middle School Review results (1991-92, 1994-95; School, System) have been distributed to schools. Copies of the *Transition Years' Implementation Guide* for staff and an annotated action planner to assist in the process of using results were also distributed. Schools will use this information in the school planning process. School reports will be presented to the Board in the fall of 1996, outlining **School Context, Strengths, Needs, and Integration of Middle School Review Results Into School Plan**.

MIDDLE SCHOOL REVIEW: SYSTEM UPDATE

Part A: Teacher Survey

Areas That Have Improved

Assessment and Evaluation

- 1991-92 • "Middle school teachers appear to use a wide variety of evaluative tools and to balance these strategies to promote learning and communication (items 12-15, 145-151, 158-162)."
- 1994-95 • *This remains an area of strength with results falling within the desired range including gains in most areas.*
 - *greater focus by teachers on formative and diagnostic assessment.*
 - *teachers are using a wider variety of observation, recording tools to track student progress*
- 1991-92 • "The review data suggests that middle school teachers select strategies from a broad range of methods for identifying the knowledge, skills and attitudes of their middle school students (items 1-19, 152-157)."
- 1994-95 • *This remains an area of strength with results falling within the desired range.*
 - *increase in frequency and variety of observation techniques used as regular components to assess and evaluate students' progress.*
 - *increase in the frequency and variety of documents that teachers consider for assessment and evaluation of student progress.*

Teaching Strategies

- 1991-92 • "Middle school teachers are aware of the social and emotional needs of their students and are attempting to meet those needs (items 175-198)."
- 1994-95 • *Teachers more frequently meet the needs of the affective domain of the students through a variety of strategies.*
- 1994-95 • *A strength of our Middle Schools has been an increase in the involvement of staff in co-curricular activities.*

Advisor Programs

- 1994-95 • *All aspects of the Advisor/Advisee program fall within the desired range of practice. Most programs are multi-grade advisor groups with self-contained special education students integrated.*

Areas That Need to be Improved**School Organization**

- 1991-92 • "Teaming for both planning and for teaching has been shown to be an effective and efficient strategy for middle school instruction. The review demonstrated that such teaming is relatively infrequent (items 28-56)."
- 1994-95 • *There has been consistent but small increase in the frequency of teaming. This remains an area for improvement.*
- *Team formation was based more on needs of students.*

Teaching Strategies

- 1991-92 • "Research clearly demonstrates that 11 to 14 year old learners operate primarily in the concrete rather than in the abstract, yet the review data shows that students at this level are expected to work more frequently in the abstract than in the concrete (items 57-71, 101-105)."
- 1994-95 • *Most results fall within the desired range; however, this remains an area of great need.*
- 1991-92 • "We live in an oral, visual, technological world but communication in middle school classrooms is more frequently in written form than in any other medium (items 57-79, 127-134, 152-156)."
- 1994-95 • *This is in the desired range. There has been an increase in variety of communication methods.*
- *New computer labs which arrived in middle schools (January, 1996) have improved the opportunity to access technology.*
- 1991-92 • "Exploratory experiences and connections with the world outside the classroom are infrequent in schools (items 81-87)."
- 1994-95 • *This now falls within the desired range but is still an area that needs improvement.*

Advisor Programs

- 1994-95 • *The size of Advisor/Advisee groups has increased.*

Cross-School Liaison

- 1994-95 • *This remains an area in need of improvement.*

Part B: Advisor/Advisee Programs

Aims of an advisory program:

- to provide each Transition Years student with the personal advocacy of a caring teacher-advisor
- to provide a non-threatening, supportive school environment which fosters self-esteem, as well as social, intellectual, and emotional growth
- to provide a student-centred program, designed to address the affective needs, concerns, and interests of young adolescents
- to assist students to develop school survival and success skills
- to encourage students to demonstrate empathy for others' personal needs and develop a feeling of group identity with shared responsibility

Activities:

Teachers and students reported the **activities** which occurred in their Advisor/Advisee programs, in the following categories:

<u>Category</u>	<u>Percent of Activities Reported</u>	<u>Examples</u>
Intellectual	18%	Mental challenges with other groups, goal setting, how to study.
Physical	19%	Cross-graded game challenges, environmental clubs.
Social	18%	Stress management, decision making, conflict resolution.
Team Building	18%	Cooperative trust games, advisor buddies.
Activities Suggested by Students	15%	Challenges, book drive, reading with younger grades.
Other	13%	Clubs (e.g., computer, chess), assemblies.

Across the system Advisor/Advisee activities appear to be evenly distributed among the categories, which indicates a balance and variety of programming.

Benefits and Problems:

In a class discussion format, students gave their perceptions of the **benefits and problems** associated with their advisor/advisee programs. The benefits and problems reported were categorized by the review team according to the major **goals of advisor/advisee programs** which address intellectual, social/emotional and physical needs of young adolescents.

	<u>Benefits</u> (n = 1398)	<u>Problems</u> (n = 1090)
Intellectual	31%	16%
Physical	13%	6%
Social/Emotional	55%	65%
Plant Organization	1%	13%

The areas targeted by students as having the most benefits reflect the major purposes of advisor/advisee programs.

Social/Emotional: Building relationships through team building activities within the Advisor group.

- e.g.
- "Closer friendship and tolerance."
 - "Get to know one teacher really well and sometimes they help you. You can talk to them better."
 - "You get to know students from other grades and classes."
 - "Take part in activities that are not necessarily subject-related."

Intellectual: Organizational Skills and Study Skills.

- e.g.
- "Advisor helps you to keep organized and record your progress."
 - "Learn about relevant issues re (bullying)."
 - "Helps with organization - review daily schedules, homework assignments, time to catch up on work missed due to absence/extra help."

Problems relating to social/emotional goals of advisory programs were also frequent suggesting that students see socialization as an important focus of Advisor Program.

- e.g.
- "Not enough socializing."
 - "Friends may not be in same advisor."
 - "Students want to listen to music and goof off."

Problems related to plant organization (location, time of day, length of time) were also a focus of concerns.

- e.g.
- "Want longer Advisor Time".
 - "Advisor time 25-30 minutes too short."
 - "We get Advisor too much."
 - "Room is too small."

Part C: Exemplary Practices

Exemplary practices were reported by many schools and in a variety of focus areas.

Teaming

- a variety of teams (resource, grade, subject, advisor)
- curriculum focus
- goal setting for team/student outcomes
- basis for school-based decisions (staff, students, parents)
- encouraging staff ownership and responsibility

Advisor/Advisee Program

- cross-graded
- needs driven
- base for social skills (conflict resolution; e.g., Second Step) (Peer mediation)
- organizational skills - use of student Agendas
- special programs (e.g., job shadowing, mentoring)
- vehicle for transition into middle school

Program

- wide range of program for varied needs
- integration of special needs students
- tracking of "at risk" students
- incentive programs (academic and behavioural)
- cross-disciplinary units
- specialized programs (e.g., science, D & T, F.S., art, music)

Exploratory Programs

- electives (days, modules)
- extracurricular activities, clubs, teams
- intramurals (leagues, challenges, advisor games)
- special event/theme days

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. Bucsis (Chairman); Trustees Bishop and Stewart; Mesdames Bramberger, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi.

Also Present: Trustee Mulholland

Officials Present: Miss E. Bond (Superintendent of Program) and Dr. J. Tomlinson (Project Team Leader - Special Education).

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the Thirteenth Annual Review (1995-1996) Provision of Special Education Programs and Services, as amended, be approved for submission to the Ministry of Education and Training.

Lower Auditorium
1996 04 17

Respectfully submitted

D. BUCSIS
Chairman

THE 1968 NATIONAL CONVENTION

- 1. The National Convention was held at the University of California, San Diego, from June 1 to 4, 1968.
- 2. The Convention was attended by approximately 1,000 delegates from all over the United States.
- 3. The Convention was presided over by Dr. Martin Luther King, Jr.

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Lower Auditorium
1968 DA 17

URBAN/MUNICIPAL
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1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 05 06

URBAN MUNICIPAL

MAY 14 1996

GOVERNMENT DOCUMENTS

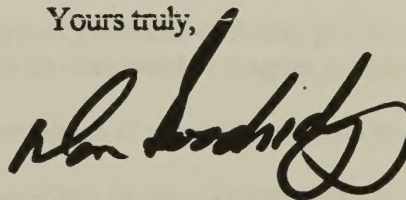
TO THE CHAIRMAN AND MEMBERS
PROGRAM COMMITTEE

(Trustees Bishop, Gage, Johnstone, Mulholland, Patenaude, Rodgerson and Stewart.)

Ladies and Gentlemen:

As noted on the agenda for the 1996 05 09 meeting of the Program Committee, attached is the report on *Update on Specialized ("Magnet") Programs and Courses in Secondary Schools*.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Notice sent to all trustees.

1974
22
1974

THE BOARD OF DIRECTORS FOR THE UNIVERSITY
SPECIAL MEETING

2000 HUNTER

1974

1974

2000 HUNTER

TO THE BOARD OF DIRECTORS
UNIVERSITY OF CALIFORNIA

(The Board of Directors of the University of California)

1974

It is noted by the Board of Directors that the Board of Directors of the University of California has approved a resolution to the effect that the Board of Directors of the University of California should be authorized to take such action as may be necessary to carry out the purposes of the Board of Directors of the University of California.

[Handwritten signature]

D. W. [unclear]
[unclear]
[unclear]

1974

Date: 1996 05 09

To: Chairman and Members
Program Committee

From: Donald Goodridge, Director of Education

Re: Update on Specialized ("Magnet") Programs and Courses in
Secondary Schools

Report: Information and Decision

Background:

Mandate of the Secondary School Futures Steering Committee:

"To propose directions for secondary education in Hamilton in terms of
• *the nature and function of our secondary schools;*
• *the organization of our secondary schools; and*
• *programming in our secondary schools."*

<u>Date</u>	<u>Activity</u>
April, 1994	Secondary School Futures Steering Committee established.
December, 1994	Policy for the direction of Specialized (Magnet) Programs and courses in secondary schools was approved.
May, 1995	Progress Report to Program Committee outlining process to be used by secondary schools in the development of magnet proposals
October, 1995	Secondary School presentations of magnet proposals at public meetings
December, 1995	Update to Program Committee on Specialized (Magnet) programs and courses. Approval of continued progress reports during 1995/96 school year
Jan./March, 1996	Visits of Secondary School Futures Steering Committee members to Secondary Schools to ascertain the current status of school planning
May, 1996	Update on information collected from January - March school visits related to: • Action Plan Development (App. III, p. 2) • Community Involvement (App. III, P. 3) • Cost Analysis Relative to the "Focus" (App. III, P. 4) • collaboration with Other Schools (App. III, P. 5) • Data Collection (App. III, P. 6) • Staff Involvement (App. III, P. 7) • School Issues (App. III, p. 8)

Issue:

To provide an update for trustees on the current stage of development of specialized programs and courses in secondary schools.

Recommendations:

- 1) That the "Update on Specialized ('Magnet') Programs and Courses in Secondary Schools" be received for information
- 2) That secondary schools continue to plan in accordance with the Framework for Planning (Appendix I) within the context of Secondary School Reform.
- 3) That closure be brought to the Secondary Futures Steering Committee effective May, 31, 1996.

Rationale:

The Framework for Planning (Appendix I) has been developed to provide consistency cross the system for planning in conjunction with the anticipated Ministry directions related to Secondary School Reform. This information will also be useful where program or school consolidation may be under consideration.

The mandate of the Secondary Futures Steering Committee has been accomplished. Given pending legislative changes, there is a need to establish a new committee with a new mandate and broader representation to address Secondary School Reform

As a result of input from the Secondary School Futures Steering Committee, at the last meeting the Director has initiated meetings with representatives from the Accommodation Committee, the Consolidation Committee and the Secondary School Futures Steering Committee to provide further information to trustees and secondary schools in preparation for Secondary School Reform directives from the Ministry of Education and Training.

Appendices:

- I Framework for Planning
- II Secondary School Futures Steering Committee
- III Summary of Secondary School Planning to April 1996

FRAMEWORK FOR PLANNING

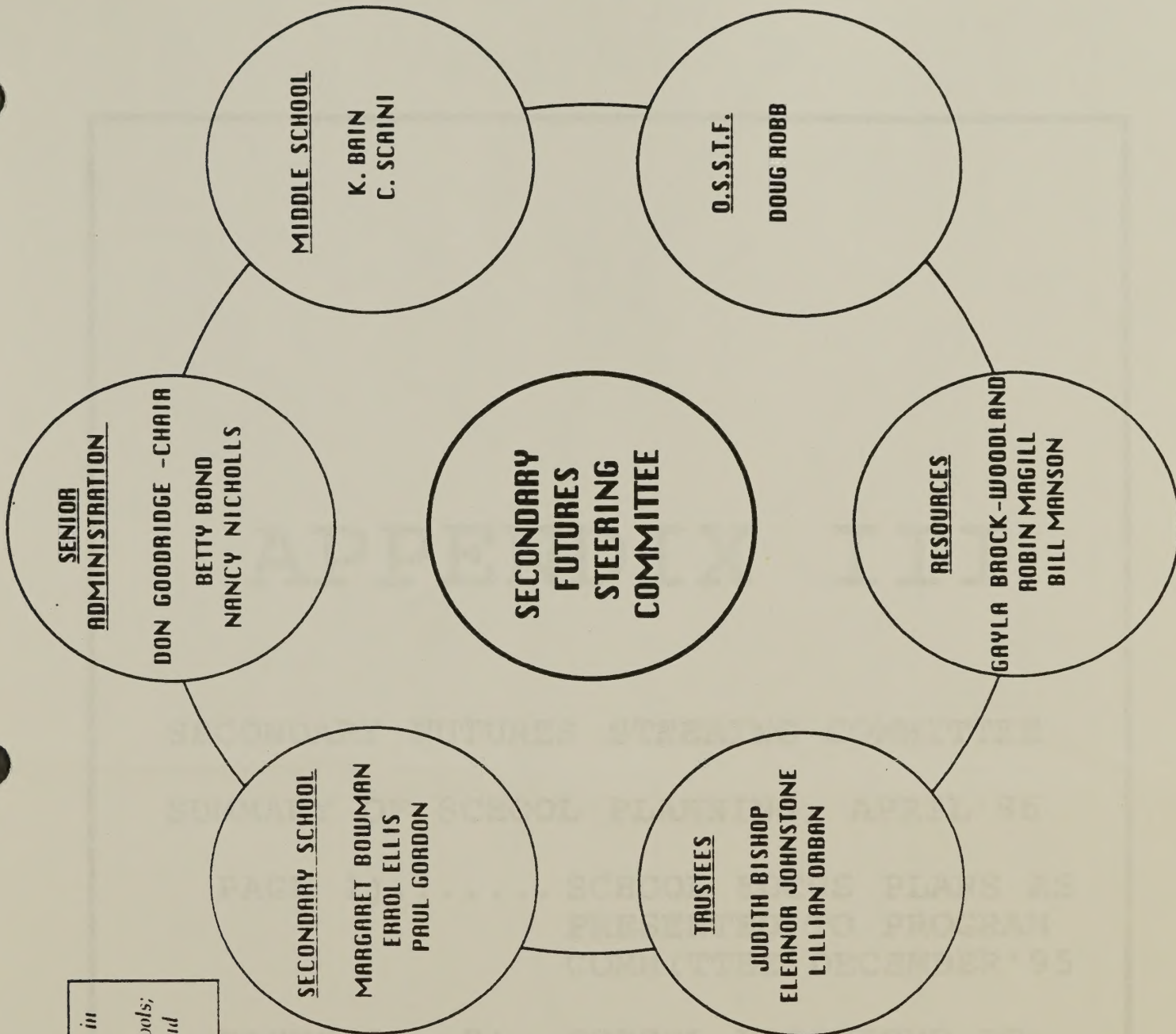
ITEM	COMPONENTS	INDICATORS
ACTION PLAN AND MISSION STATEMENT	- Planning teams - Evaluative components - "Marketing" plans - Public relations	
COMMUNITY INVOLVEMENT	- Trustees - Students - Parents - Neighbours - Business - Agencies - Resource facilities - Community service	
COST ANALYSIS	- Program costs - Program reduction - Shared resources - Program sharing - Cost of resources - Sources of revenue - Cost to access revenue - Use of existing resources	
COLLABORATION WITH OTHER SCHOOLS	- Elementary parents - Elementary students - Elementary staffs - Secondary schools - Other institutions	
STUDENT DATA	- Test results - Failure rates: by subject, by grade and by level - Attendance - Credit accumulation - Student turnover by school and subject - Tracking students - Special Education population	
TEACHER AND ORGANIZATIONAL UNIT OBJECTIVES	- Acceptance of school focus - Roles relative to focus - Strategies for integration - Processes for decision making	

"To propose directions for secondary education in Hamilton in terms of

- the nature and function of our secondary schools; and
- the organization of our secondary schools; and
- programming in our secondary schools."

**SECONDARY SCHOOL
FUTURES
STEERING COMMITTEE**

DON GOODRIDGE - CHAIR
KEN BAIN
JUDITH BISHOP
BETTY BOND
MARGARET BOWMAN
GAYLA BROCK-WOODLAND
EAROL ELLIS
PAUL GORDON
ELEANOR JOHNSTONE
BILL MANSON
NANCY NICHOLLS
LILLIAN ORBAN
DOUG ROBB
CAROL SCAINI



APPENDIX III

SECONDARY FUTURES STEERING COMMITTEE

SUMMARY OF SCHOOL PLANNING, APRIL '96

PAGE 1)..... SCHOOL FOCUS PLANS AS
PRESENTED TO PROGRAM
COMMITTEE DECEMBER '95

PAGES 2) - 8) .. SCHOOL POSITIONS RE:
ITEMS IN "FRAMEWORK"
APRIL '96

APPENDIX III

SECONDARY FUTURES STEERING COMMITTEE

SUMMARY OF SCHOOL PLANNING, APRIL '92

PAGE 1) - SCHOOL FOCUS PLANS AS
PRESENTED TO PROGRAM
COMMITTEE DECEMBER '91

PAGE 2) - SCHOOL POSITIONS ON
ISSUES IN "FUTUREWORK"
APRIL '92

December/95 Report to Program Committee

NOTE:

- * = School programs will integrate the concept into part of the curriculum
- *** = School programs will integrate the concept into the curriculum

WESTDALE

- Centre for Global Education***
 - French Immersion (exists)
 - International Baccalaureate
 - Integrated Arts/Performing Arts
 - Music - Strings (exists)
 - Information Technology ***
- Community School

MACDONALD

- ESL (exists)
- Community School
- (Special Art & Computers to be investigated for possible development)

SCOTT PARK

- Academy
- ESL (exists)

PARKVIEW

- Cosmetology (exists/expand)
- Horticulture (exists/expand)
- Health Care Aide (exists/expand)
- Gr 9 "Alternative" - Transitions
- Chef Assistant (only an example of possible areas)

DELTA

- Full Service Community School:
- Parent Councils
- School Based Decision Making
- Social & Health Connections
- Collaborative Schools
- Safe Schools
- Partnerships
- Inclusive Curriculum

CHURCHILL

- Applied (Experiential and Integrated across the curriculum)

GLENDALE

- ESL (exists)
- Pacific Rim (Heritage Language)
- Personal and Environmental Wellness

WSDL

S.J.A.M.

KING ST.

MAIN ST.

PKW.

SCPK.

S.W.C.

PHOENIX / LAWRENCE

- Students not successful in regular secondary programs (exists)
- Transition prog for 17-19 yrs.
- ACES students not ready for 9 Gr. 7 & 8 transfers
- Consider exceptionality transfers

MAGNAB

- Community School
- Dental Assistant (exists)
- Sports Science & Management ***
- Communications Technology***
- Experiential Learning***

WESTMOUNT

- International Baccalaureate or Advanced International Certificate of Education
- ESL (exists)
- Self - Paced Learning (exists)
- Congregated Gifted (exists)

MOUNTAIN

- Entrepreneurial Focus
- Integrate Acad/Tech
- Employability Skills
- Partnerships

HILL PARK

- Full Service Community School
- Build on Strengths:
 - Computers
 - Co-Op
 - Technology
 - Day Care/Parenting
 - Arts
 - Special Ed.
- Transportation

BARTON

- Community School
- Photography (exists)
- Film Animation (exists)

SHERWOOD

- Communication Information Skills and Technology***
- French Immersion (exists)
- Special needs (exists)

ADULT & CON. ED.

- Integration with Schools
- Restructure Dept.
- ESL

UPPER WELLINGTON

UPPER JAMES

WSTMT.

S.A.M.

CRWD

BAR.

FENNELL AVE.

MOHAWK RD

BWD

SHWD

GLDL

QUEENSTON RD.

NASH RD

ACTION PLAN

WESTDALE

- Exploration of plans is occurring on several fronts and coordinated through a committee
- International Baccalaureate
- Implementation Plan
- Program Integration
- Global Education Concept
- Student Exchanges
- Student "electronic exchanges"
- Partnerships
- Business Links (including a community advisory panel - consistent with I.B. requirement)

SIR JOHN A. MACDONALD

- In process of confirming elements they would like to pursue:
 - Visa Students
 - Integration of ESL
 - Adult population
 - Special Art

SCOTT PARK

- Clarifying specifics of plan
- Formed umbrella group representing 8 committees:
 - Personalized Education
 - Structured Learning
 - Parental Involvement
 - Co-Instructional Involvement
 - Professional and Business Involvement
 - Core Program
 - Proactive Responsive Learning
 - Application and Registration Process

PARKVIEW

Not Visited as Yet

DELTA

- Attempting to incorporate community into development process
- Departments taking responsibility for development of parts of overall plan
- Attempting to develop a balanced program delivery to incorporate and provide for all levels and needs (basic and gifted included)

SIR WINSTON CHURCHILL

- Vision based on community input and Social Planning Council data
- Formed steering committee
- TEAM concept:
 - Technology
 - Entrepreneurial
 - Applied
 - Multidisciplinary
- Investigating reorganization (including integration)
- Public Relations Committee
- Off-site Magnet Proposal
- Community/Business linkage Initiatives

GLENDALE

- 3 committees in place to examine "The Changing Face of Glendale"
 - Continue ESL
 - Personal Health and Wellness to begin in 1986-87
 - Pacific Rim possible for 1986-87
- To expand community involvement in school and on committees

SIR ALLAN MACNAB

- Formulated Mission
- Employed existing, and formed new committees to address specific components identified as crucial to plan:
 - PRIDE - a comprehensive team to co-ordinate affective & safety issues.
 - "Mind set" to permeate all academic areas
 - Everyone accountable
- Community Relations and Development teams
- Involved issues teams
- Academic integration and Development teams

WESTMOUNT

- Continuing to refine magnet:
 - refining curriculum
 - extending partnerships
 - seeking feedback
 - evaluating data
 - involving community
- Investigating Advanced International Certificate of Education
- V.P.'s focusing on PR

MOUNTAIN

- Critical path outline to Jan/87
- Includes:
 - vision and mission
 - Guiding principles
 - Marketing plan
 - Target groups
 - Strategies
 - Operating Advisory Committee

HILL PARK

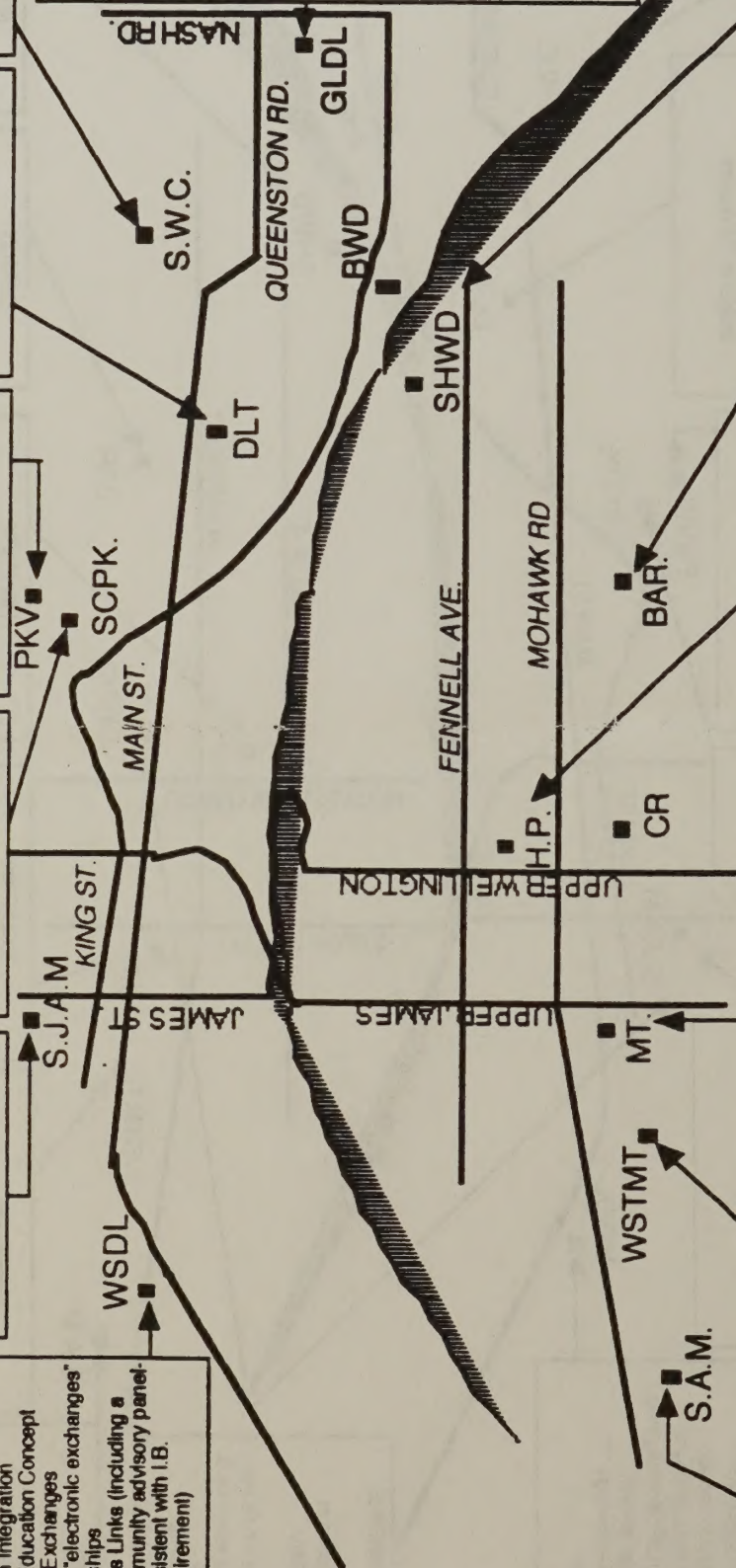
- Goal to offer an academically & practically "balanced" program appropriate for each individual in the community (Renaissance)
- In process of identifying components and resources and developing areas of strength
- Utilize further the strong alumni/community support
- Working on departmental integration of the mission

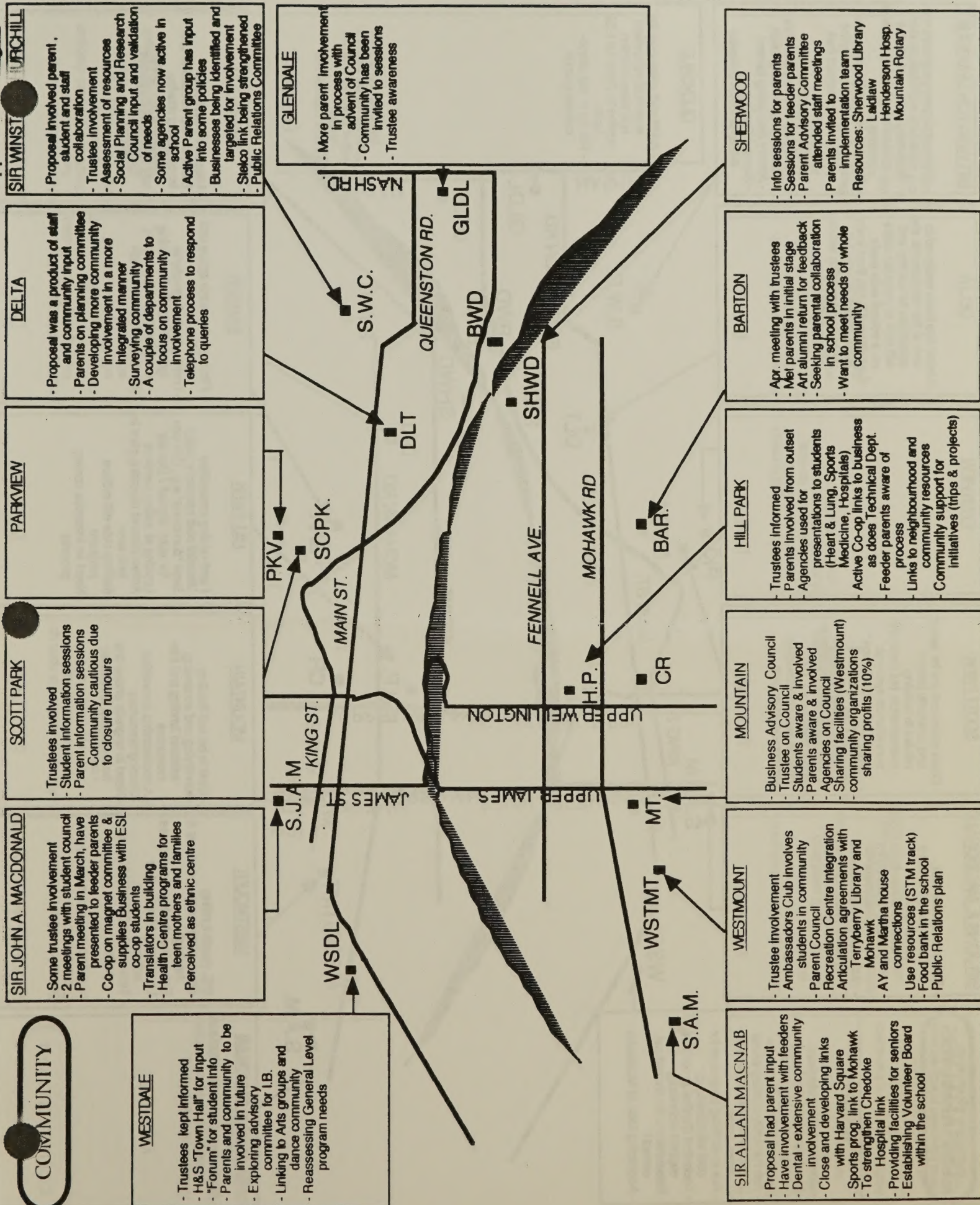
BARTON

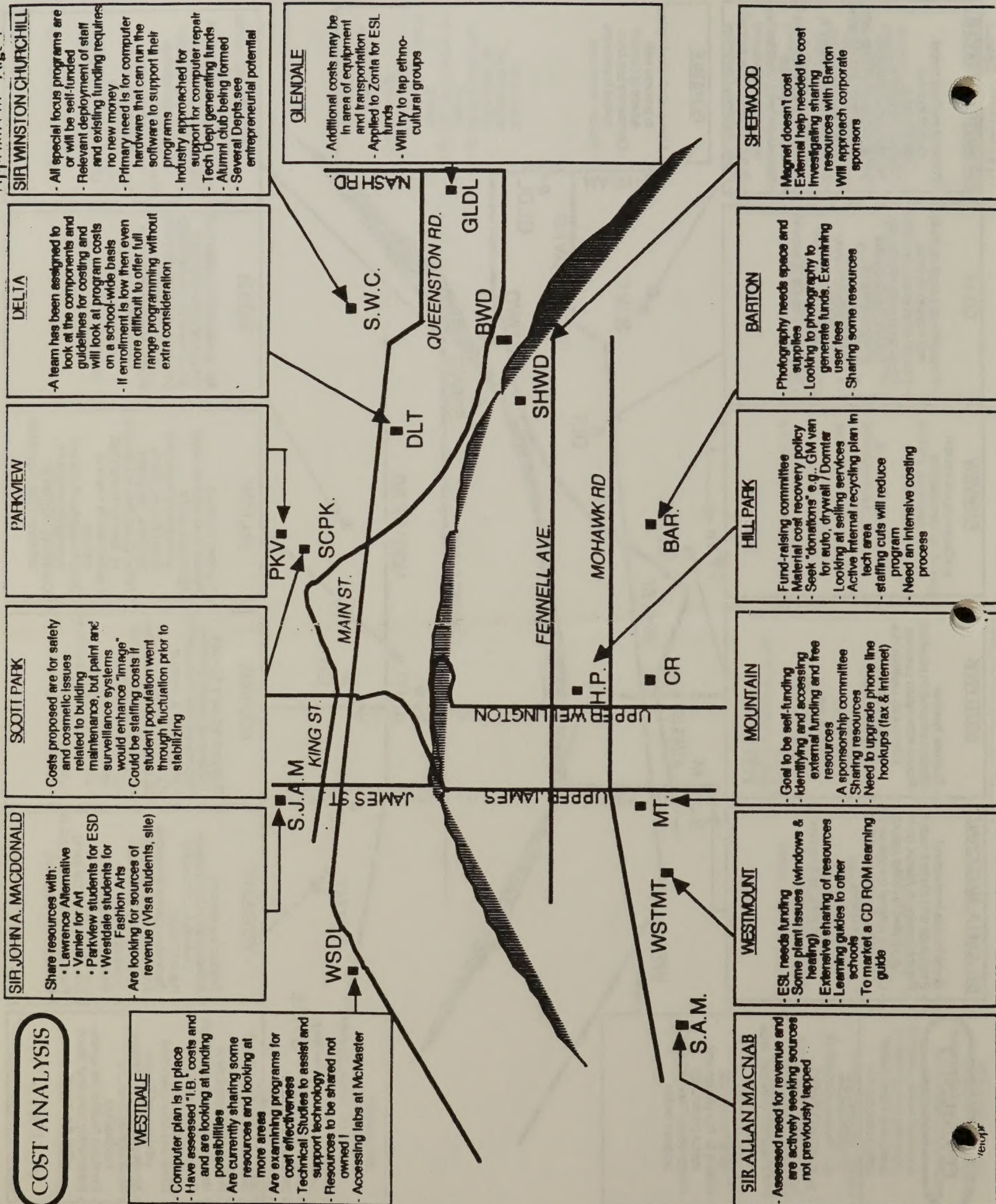
- Overall goal to enhance a collaborative culture
- Expand the Community focus
 - outreach plan
 - Inclusion plan
 - Parent Arts Advocacy
 - PCEP committee
 - Animation (link with Sheridan)

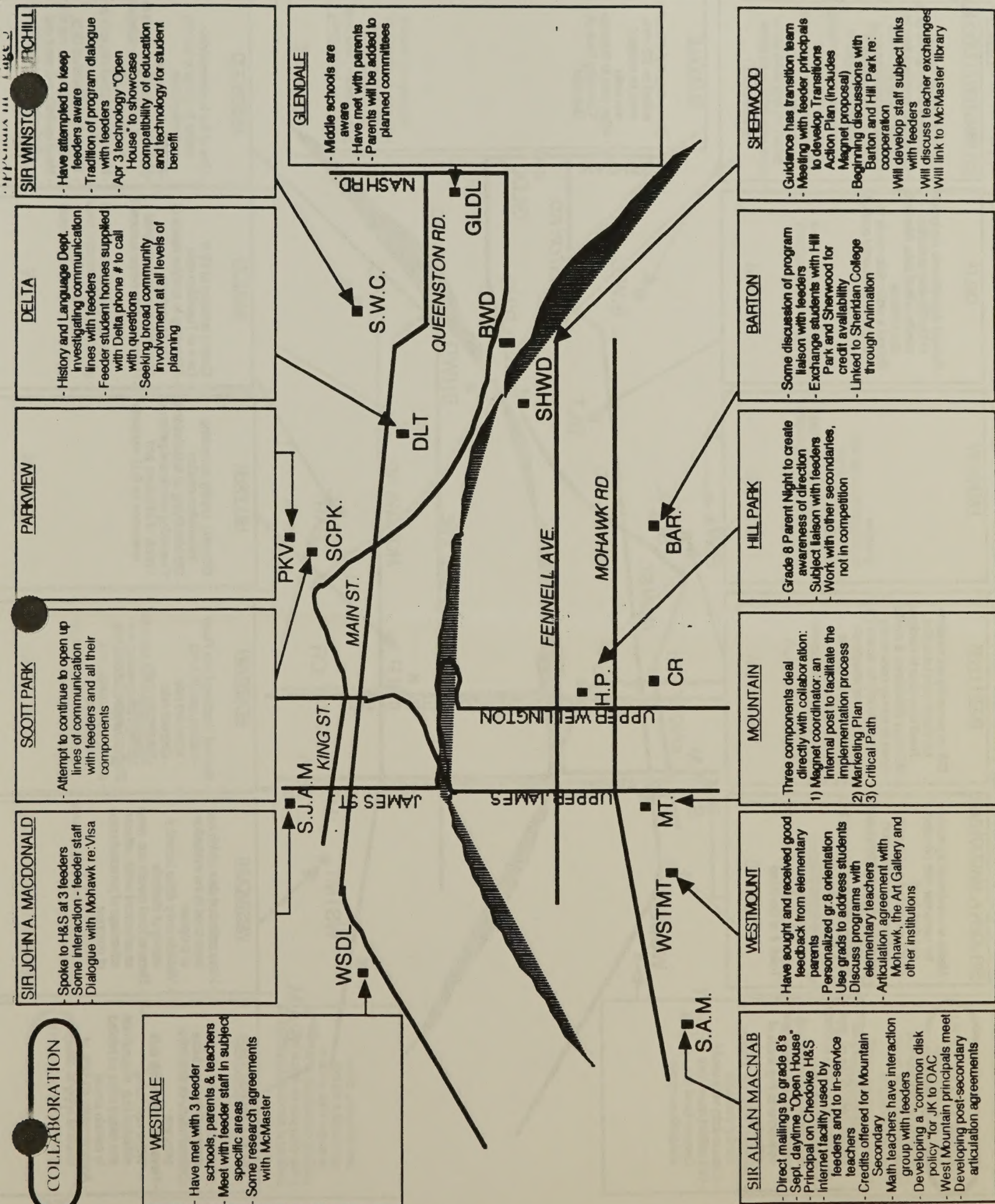
SHERWOOD

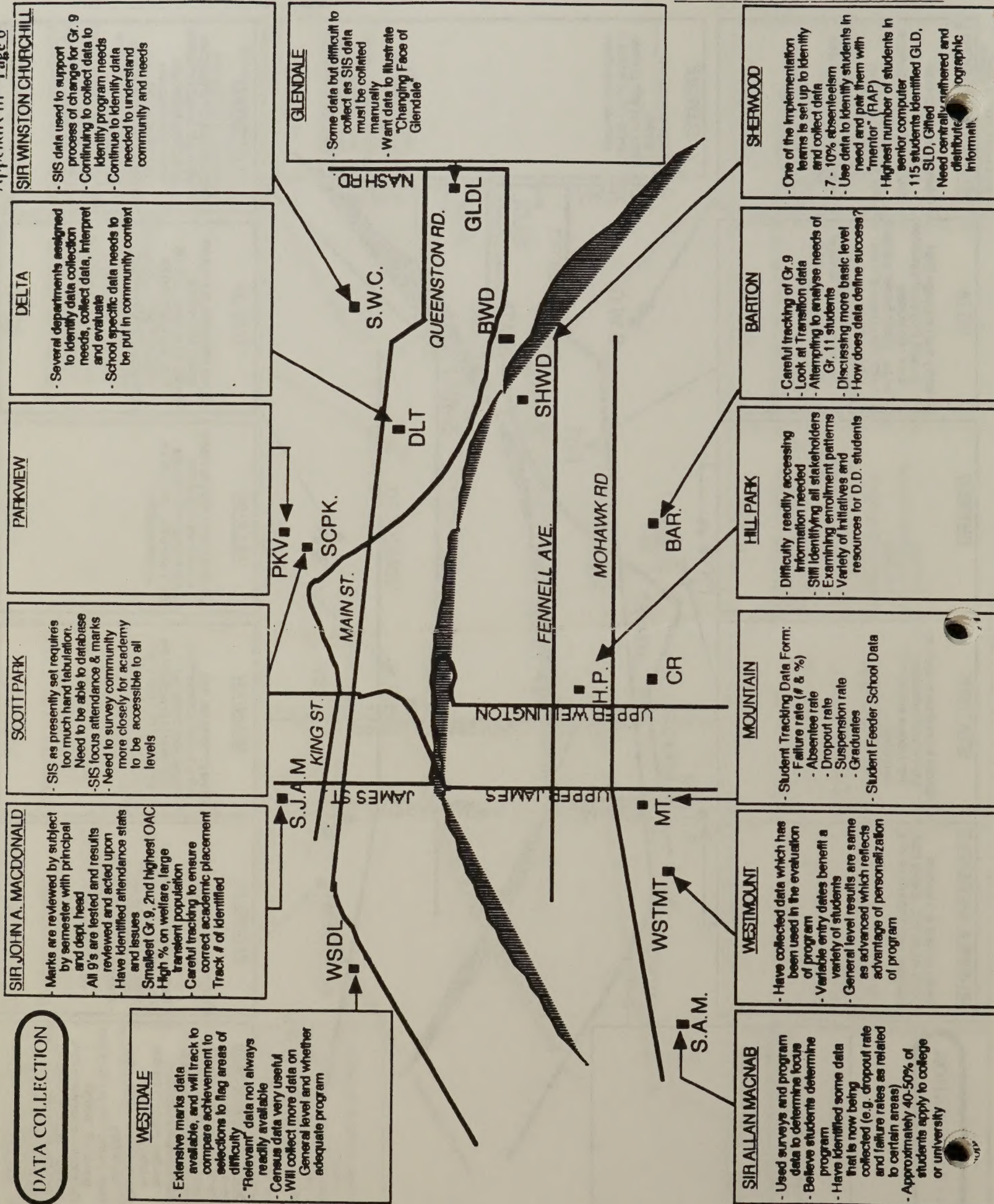
- Planning team has developed an outline of directions, initiatives and resources and have identified needs
- Departments have identified changes related to plan
- Have identified concept of community and prepared to monitor and respond to changes in it

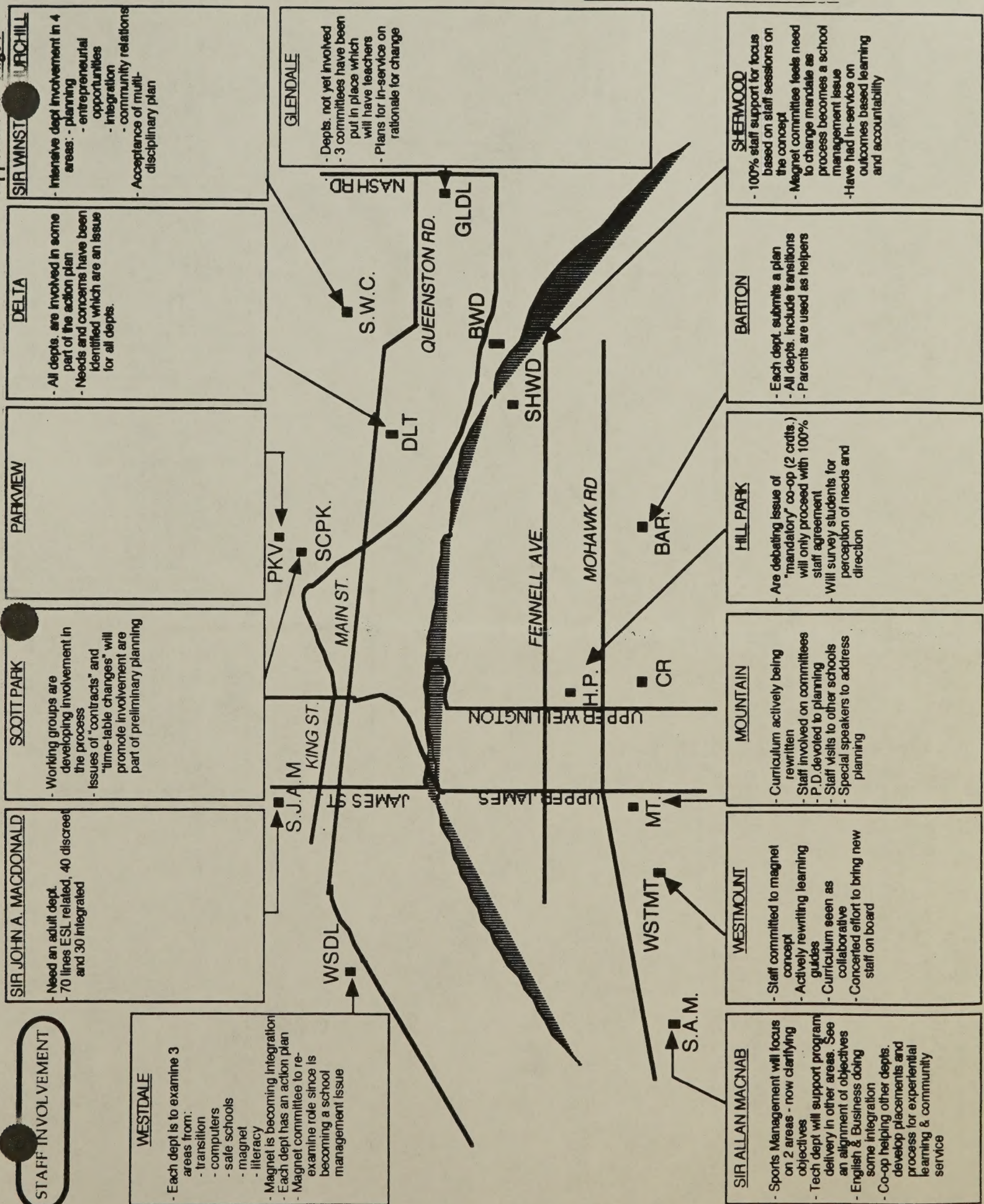












SCHOOL ISSUES

WESTDALE

- Need some form of "financial" support for what schools are planning
- Coordination of school plans on a city-wide basis

SIR JOHN A. MACDONALD

- Need to ensure that S.J.A.M. does not become a "general level school" because of Westdale's academic focus

SCOTT PARK

- Boundaries
- OFSAA eligibility rules
- Staffing - process must change to meet changing program needs
- Public relations must be addressed at both the local and city-wide level
- School name change
- Need to expand communication base for better input
- Closure of Parkview would impact on Scott Park

PARKVIEW

- Need to retain and meet needs of all levels of learners
- Boundary issues and admission processes
- Funding issues

DELTA

SIR WINSTON CHURCHILL

- Look at possibilities for reorganization
- Develop effective public relations
- Help all "depts." adapt to changes and move to integration
- Promote an "inter-school" concept which shares resources and meets needs more effectively

GLENDALE

- Will attempt to create more awareness of the nature of the community
- promote staff involvement in the process

SIR ALLAN MACNAB

- 4 basic needs:
 - Site-based management (assign funds and allow school more freedom in areas such as purchasing)
 - Trust
 - Recognition
 - Teachers
- Concerns about reorganizing
- Changing multi-cultural nature of West Mountain
- Integration is happening as a natural progression at SAM
- Community Service Model to go with

WESTMOUNT

- Public relations needs attention

MOUNTAIN

- 5 areas being addressed:
 - School security
 - Magnet integrity
 - Basic level programming
 - Vocational programming
 - Decision making
- 3 years to implement plan
- Planning and decision making will be carried out by various cooperating committees involving school, board and community personnel

HILL PARK

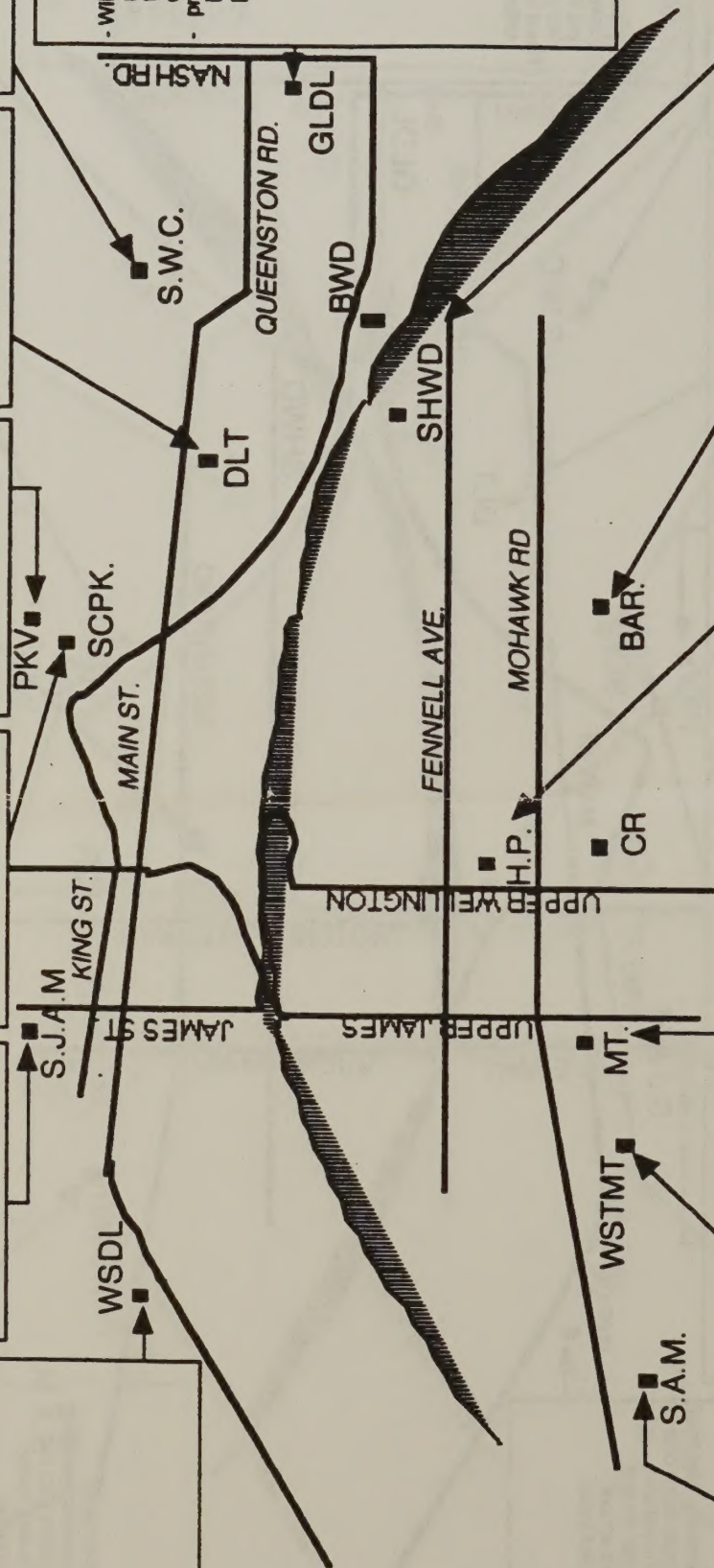
- Better access to relevant data
- More effective public relations and marketing plans
- How to promote integration?
- A commitment to serve all learners in the community

BARTON

- Current committee structure provides opportunities for leadership
- How to coordinate committees with dept. heads?
- Need to rethink school organization

SHERWOOD

- Staff are committed to magnet but expect its demise due to other issues
- Must promote cooperation and not competition amongst schools
- Needs of all students must be addressed



URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1996

URBAN MUNICIPAL

JUN 4 1996

AGENDA
PROGRAM COMMITTEE
1996 06 06

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1996 05 09.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re Behaviour Resource Team (BRT) for the
Transition Years 1995-1996 **Pages 1 to 7**
2. Verbal Update: Learning Centres
3. Verbal Update on Public Meetings re Special Education Program Delivery

NEW BUSINESS:

1. Annual Report on the Environmental Policy **Pages 8 to 46**
2. Report re Textbook and Learning Material Approval
as per Circular 14 **Pages 47 to 51**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Report re System and School Summaries of Grade 3 and Grade 6 Students'
Results on the Canadian Achievement Tests (2nd Edition), 1995-96 **Pages 52 to 61**
[and separate package on School Reports]
2. Alternatives to Junior Kindergarten - Requested by Trustee Hill

1996 06 06

To: Chairman and Members
Program Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: *Behaviour Resource Team (BRT) for the Transition Years 1995-1996*

Report: INFORMATION

BACKGROUND

The Behaviour Resource Team (BRT) was created this school year to address the increasing behaviour needs of Transition Years (Grades 6-9) students. The BRT is comprised of a full-time teacher and social worker, who provide a multi-disciplinary approach to assisting students and teachers regarding behavioural issues. Both team members have had several previous assignments within their respective disciplines providing them with recognition and credibility throughout our school system.

This team's mandate includes two major thrusts:

- to assist teachers in the acquisition of strategies that enhance effective classroom behaviour management involving individual students and groups of students; and
- to facilitate the design and implementation of school based programs that respond to identified behavioural needs.

In October 1995, the BRT provided information to the System about this new service. Presentations to both lower and upper city principals, special education consultants, and S.E.A.C., facilitated initial referrals to the team.

ISSUE

To share information with trustees regarding the work of the Behaviour Resource Team.

RECOMMENDATION

That the Behaviour Resource Team Report be received for information.

RATIONALE

The behavioural needs of Transition Years students has been the major focus of the BRT. To best assist these students, the BRT has taken both a micro (individual consultation) and macro (school-wide initiatives) approach to this issue. It was believed that to better assist schools, the BRT must address the current day-to-day behavioural needs by providing consultation regarding individual or small groups of students. At the same time the BRT endeavored to assist schools with school-wide approaches to respond to identified behavioural needs.

The following process outlines the BRT's involvement with individual cases:

- the initial referral is most often made by the Principal, in-school resource staff or the D.A.R.T. team;
- prior to a school conference the BRT conducts an OSR review in order to obtain background information;
- the school conference includes school personnel as well as parents. Current issues are discussed and a plan of action is developed. Parental consent (see *Appendix C*) is received prior to any further action by the BRT;
- the BRT gathers information by conducting in-class observations as well as interviews with teacher(s) and/or student(s);
- a follow-up school conference which includes parents and possibly students is arranged to share the BRT's findings and to offer suggestions; and
- a written report is made with a copy for the parent and the school.

Page 2**Behaviour Resource Team for the Transition Years 1995/6 Report**

Appendix A indicates the number of students served by grade, gender, and educational exceptionality. It should be noted that the majority of referrals are for students in Grades 6 and 7. This "early detection" is encouraging as it allows for a longer period of time in which to incorporate strategies and effect behavioural change. Of additional interest is the fact that female students were more often identified for assistance in the later grades. This phenomenon will need close monitoring in the future. While the majority of the students served were not identified students, a significant number had been diagnosed as having Attention Deficit Hyperactivity Disorder. Many principals, particularly those in J.K.-8 schools, have indicated a need for a similar service at the Primary/Junior level.

The school wide initiatives provided by the team include:

- Anger Management
- Peer Mediation
- Social Skills
- Classroom Management
- Inservice

Appendix B outlines a statistical summary of our involvement in school-wide initiatives. Efforts have been concentrated on establishing a "user friendly" program that addresses a student's ability to better deal with anger.

A collaborative writing team consisting of three Middle School guidance counsellors and the BRT has written an Anger Management Program. (see **Appendix D**). The goal is to "field test" the program and have a completed version ready for any interested school in September 1996.

The following timelines outline the process involved:

Nov.1995-Feb.1996:

The program was written according to Learning Outcomes based on the Common Curriculum.

April/May 1996:

The BRT provided inservice to 3 Middle Schools who will field test the curriculum. Meetings were held with interested parents.

June 1996:

The BRT will receive comments from teachers and produce a final draft of this program.

September 1996:

The program will be made available to Middle and Secondary Schools in our system with the necessary inservice. Support will continue during the implementation and evaluation phases.

In an effort to evaluate the service of the BRT, a Consumer Satisfaction Survey was sent to 26 schools - **Appendix E**. Of the 14 completed surveys returned, the response was most favorable as schools felt that the strategies and input offered by the BRT were practical and useful.

APPENDICES

- Appendix A: Summary of Students served
- Appendix B: Summary of School- Wide Programs offered
- Appendix C: Parental Consent for Behavioural Services
- Appendix D: Anger Management Outline
- Appendix E: Behaviour Resource Team Survey

Prepared by:

Vince Martorelli, Social Worker, Behaviour Resource Team
Dawn Mutton, Special Assignment Teacher, Behaviour Resource Team

**Behaviour Resource Team
Transition Years
1995-96 Report**

1.0 STUDENTS SERVICED BY GRADE - 56

<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>	<i>Primary Junior</i>	<i>TOTAL</i>
22	15	7	8	4	56

2.0 STUDENTS SERVICED BY GENDER - 56

<i>Gender</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>	<i>Primary Junior</i>	<i>TOTAL</i>
<i>Male</i>	21	14	3	4	4	46
<i>Female</i>	1	1	4	4	-	10
						56

3.0 STUDENTS SERVICED WITH AN EDUCATIONAL EXCEPTIONALITY - 19

<i>GRADE</i>	<i>SLD</i>	<i>BE</i>	<i>AUTISTIC</i>	<i>COMMUNICATIONAL</i>	<i>TOTAL</i>
6	2 (m)	1 (m)	2 (m)	-	5
7	5 (m)	3 (m)	-	-	8
8		1 (m)	-	-	1
9	1 (m) 1 (f)	2 (m)	-	1 (f)	5
					19

**4.0 NUMBER OF STUDENTS SERVICED WITH A DIAGNOSIS OF
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) - 26**

<i>Gender</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>	<i>TOTAL</i>
<i>Male</i>	8	11	4	2	25
<i>Female</i>	-	-	1	-	1
					26

**Behaviour Resource Team
Transition Years
1995-96 Report**

**SCHOOL WIDE PROGRAMS
OFFERED BY
BEHAVIOUR RESOURCE TEAM**

	<i>Social Skills</i>	<i>Anger Management</i>	<i>Peer Mediation</i>	<i>Classroom Management</i>
<i>Middle School</i>	3	3	3	4
<i>Secondary</i>	1	1	3	-
<i>Primary/Junior</i>	1	-	3	-



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
PROGRAM DEPARTMENT

100 MAIN STREET WEST, BOX 2558
HAMILTON, ONTARIO
L8N 3L1

Telephone: 527 5092 x 2601

Parental Consent for Behavioural Services

This form gives consent for assessment and, where indicated, remediation of your child's classroom and/or school behaviour. The assessment may include, as required, interviews, questionnaires, classroom observations, and examination of the Ontario Student Record (O.S.R.). Remediation may include an individual behaviour program for your child.

When the assessment is completed, the Behavioural Team will meet with you (and with us) to discuss the results, to share insights, to discuss your child's needs, and to agree on any action which may result in an individual behaviour program for your child.

Results of the assessment and any individual behaviour program may be compiled into a report to the school where normally it will remain in the school record. The report may also be shared, normally, with appropriate other persons employed by The Board of Education for the City of Hamilton.

If the need should arise for the Behavioural Team to share the results of the assessment and any individual behavioural program with persons outside The Hamilton Board of Education, you will be asked to give further special written consent.

This consent form shall be considered invalid after a period of twelve months beginning on the date the consent is signed by the parent.

Principal or Vice-Principal

I give ☐ I do not give ☐ consent for behavioural services.

Date

Parent or Guardian

Please Print:

Full Name of Child _____

Date of Birth _____

School _____

DISTRIBUTION

White Social & Interpersonal Skills
Yellow Parent
Pink School

ANGER MANAGEMENT

AWARENESS

1. Develop "feelings" vocabulary
2. Identify physical signs of anger
3. Conflict Styles - Passive, Aggressive, Assertive

DE-ESCALATING SKILLS

4. Internal/External triggers
5. Recognizing "Silly Beliefs" (Cognitive Restructuring)
6. Controlling "Silly Beliefs" (Self-Talk)
7. Relaxation Techniques
8. Guided Imagery

PROBLEM-SOLVING

9. Problem-Solving Schema
10. Effective Listening - Summarizing/Paraphrasing
11. "I" messages (Negotiation)
12. "Hassle Log"

APPLICATION

13. Dealing with Peer Pressure
14. Recognizing Differences in Perceptions
15. Labeling and Stereotyping
16. Dealing with other people's anger

BEHAVIOUR RESOURCE TEAM SURVEY*(please circle the appropriate response)*

1. Was the turn-around-time between the referral and the assistance of the Behaviour Resource Team acceptable?

☐ Yes 100%

☐ No -

2. Were the plans developed by the team

☐ Practical/Useful 93%

☐ Unable to Determine -

☐ Poor -

☐ N/A 7%

3. If the Behaviour Resource Team assisted the school planning team, was their input

☐ Practical/Useful 78%

☐ Unable to Determine -

☐ Poor -

☐ N/A 22%

4. Which of the following behavioural services are useful to your school?

☐ Individual/Small Group Behaviour Plans 100%

☐ Providing assistance in the development of whole school/whole classroom social skills programs 57%

☐ Providing staff development/in-service 57%

5. Other comments you would like to make:

1. "A very worthwhile service to schools. The leaders of this program make this a viable team that school will access. We found they provided a plethora of valuable suggestions for staff. We have evidence of student improvement as a result of strategies by the Behaviour Team".
2. "The support regarding behavioural students was most worthwhile. It confirmed the direction we were taking and provided new strategies for different cases. Formal extension should be offered for JK to 5."
3. "Excellent support from the team. Invaluable resources - critical to school, in this time in education with declining resources, economic hardships, all resulting in family stress and turmoil and thus children seriously at risk".

1996 06 06

**To: The Chairman and Members
Program Committee**

**From: P. Gillie, Superintendent - Administrative and Operational Services
S. Green Gibson, Team Leader, Student Services and Community Linkage**

Re: Annual Report on the Environmental Policy

REPORT: INFORMATION AND DECISION

BACKGROUND

The Policy

1. The Environmental Policy for the Hamilton Board of Education was approved in October 1990. This flexible policy encourages schools and departments to act as role models in the community supporting 3R strategies to analyze current operations and to create programs that instill environmental awareness and values. This policy recognizes the importance of grass roots involvement to make the application proactive and relevant to the school, office and surrounding neighbourhood.
2. This is the fifth Annual Environmental Report on the advancement of Environmental initiatives to be presented to the Board of Trustees.
3. Changes in curriculum and changes in staffing have necessitated changes in the stewardship of the Environmental Policy. It is time to accept this change in focus and report only as appropriate in relation to the Programs and Operations in which this policy integrates.
4. The environmental thrusts this past year have been carried out by the Program Services Department, through the Team Leader of Student Services and Community Linkage. The focus has been on partnerships in order to assess the availability of community-based environmental education programs and to maximise access to them for students and teachers.

Following is a summary:

- i) To approach the Bay Area Restoration Council (B.A.R.C.), the body who is responsible for overseeing the implementation of the Hamilton Harbour Remedial Action Plan (H.H.R.A.P.), in order to determine how we could partner in support of the H.H.R.A.P. and how we could consolidate the various existing local environmental programs in such a way that our students and school communities would move from an environmentally

aware state to an active, sustainable ownership status. We have now partnered with B.A.R.C., McMaster University (W.A.T.E.R.), H.R.C.A. and have applied to Environment Canada, Action 21, for support funding a Pilot Project in the Red Hill Creek Watershed. This would include five pilot site schools, yet to be determined, and would be dependent on the support offered by the proposed Red Hill Creek Watershed Learning Centre and the Project Co-ordinator. The intent of Project Watershed is to develop a process model which would help any interested school to move from environmental awareness to ownership. A very important, and necessary, community function as Provincial and Federal environmental funding is being reduced. (Appendix 4)

- ii) To partner with **local outdoor education/environmental education service** providers so that our students and schools have the chance to purchase the opportunity to expand their experiential education options (Appendix 5).
- iii) To work in conjunction with **Green Venture** and to promote "Greening Your School". Three Hamilton schools participated in a workshop early in 1996. The information and data is presented in Appendix 6. It is recommended that all schools continue to be encouraged to 'Green'.
- iv) To promote the curriculum for kindergarten to grade 6 from **International Co-operation of Children for Trees for Life Canada**. Two secondary school Principals have agreed to potential student and teacher exchanges with their Chinese counterparts. The Director welcomed a Chinese delegation who were here in April prior to their exchange with Wentworth County in September '96.
- v) To liaise with the site administrator at **Crook's Hollow Centre** in order to offer a variety of outdoor/environmental educational options. This centre continues to be used by teachers across all grades. Consideration to continue to staff this centre is important to the delivery of environmental learning outcomes. Making this position a permanent responsibility is desirable. (Appendix 2).
- vi) To provide the opportunity for students/schools to fund raise through participation in the **6th Annual Walkathon for the Environment '96** (sponsored by B.A.R.C.). Monies raised are to be evenly divided between each participating school and the Red Hill Creek Watershed Learning Centre Fund. (Appendix 7).
- vii) To partner with B.A.R.C. in promoting their new program **Art in the Watershed (WIA)** together with other existing programs: Classroom Botanical Nursery Program, Volunteer Environmental Monitoring, The Yellow Fish Road Program Art in the Watershed (Appendix 7)

ISSUE:

To present the Annual Report of the Environmental Policy.

RECOMMENDATIONS:

1. The Annual Report on the Environmental Policy be discontinued.
2. The partnership for an east end Environmental Centre be supported in principle and an update come back to the Program Committee.

RATIONALE:

1. The need to use our human resources differently requires that priorities change from time to time. Reporting should reflect these changes.
2. Preliminary discussions and application has taken place to determine if grant support will be achieved. Any further progress on this initiative is dependent on knowing the status of the grant application.

ATTACHMENTS:

Appendix 1 - Environmental Policy

Appendix 2 - Crook's Hollow Outdoor/Environmental Education Learning Centre

Appendix 3 - Red Hill Creek Watershed Environmental Learning Centre

Appendix 4 - Project Watershed

Appendix 5 - Community service providers of outdoor/environmental education

Appendix 6 - Greening Your School

Appendix 7 - B.A.R.C. Programs

1. The first step in the process of the...
2. The second step is to...
3. The third step is to...
4. The fourth step is to...
5. The fifth step is to...

1. The first step is to...
2. The second step is to...
3. The third step is to...
4. The fourth step is to...
5. The fifth step is to...

1. The first step is to...
2. The second step is to...
3. The third step is to...
4. The fourth step is to...
5. The fifth step is to...

1. The first step is to...
2. The second step is to...
3. The third step is to...
4. The fourth step is to...
5. The fifth step is to...

HAMILTON BOARD OF EDUCATION ENVIRONMENTAL POLICY

**that the Hamilton Board of
Education support and promote
practices and programs which are
compatible with a healthier less
polluted and sustainable
environment by:**

creating programs which
provide students with the
elementary knowledge, skills
and motives to cope with
environmental needs and
contribute to sustainable
development

ensuring that energy stays
focused on grass roots (site-
based) projects

ensuring that schools, areas,
and departments analyze
current operations and
procedures to eliminate
practices which are
inconsistent with this goal

acting as a role model and
encouraging the use of the 4 R's
(reduce, reuse, recycle, recover)
at a personal, departmental,
school, area and system level

being accountable through an
annual review, to show
progress toward this goal

co-operating with public and
private organizations and
agencies

Approved October 1990

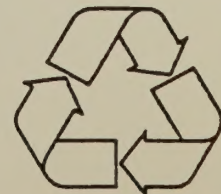
Interim Report: May 1991

First Annual Report: February 1992

Second Annual Report: March 1993

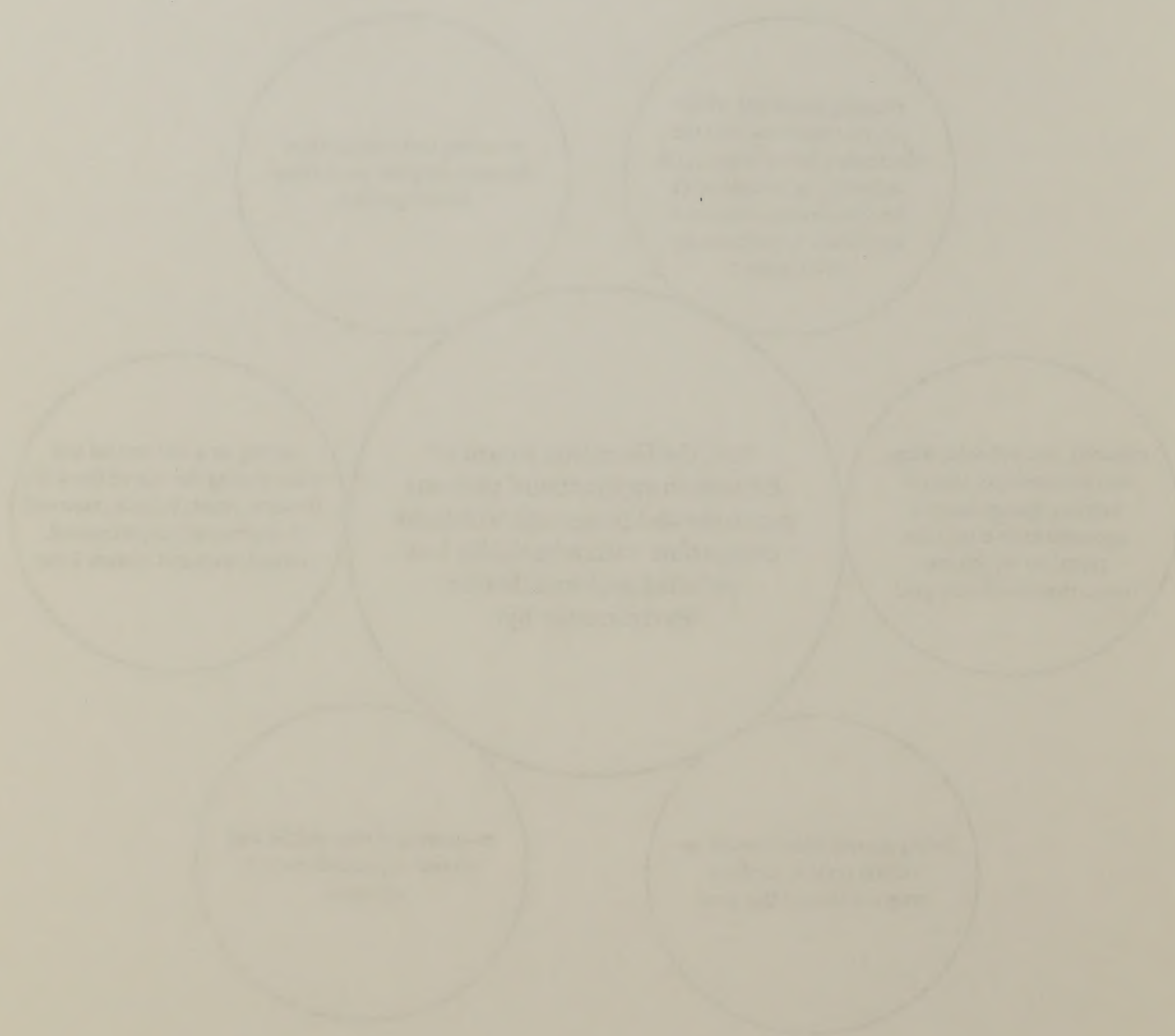
Third Annual Report: March 1994

Fourth Annual Report: March 1995



"THE ENVIRONMENT - EVERYBODY'S JOB"

HAMILTON BOARD OF EDUCATION ENVIRONMENTAL POLICY



CROOK'S HOLLOW OUTDOOR EDUCATION/
ENVIRONMENTAL LEARNING CENTRE

Christie Outdoor Education Centre - User Statistics '94-95

<u>School (elementary)</u>	<u>No. of visits (classes)</u>	<u>Grade Level or Type</u>
Ridgemount	2	4/5
Vern Ames	1	2/3
Prince Philip	1	1/2
Stinson Street	4	1/2, 2/3, SK
Eastmount Park	5	4/5, Special Ed
Thornbrae	6	3, 4, 3/4, 4, 5
Dalewood	4	6, 7, 8 gifted; 6-8 elective
Seneca	3	4/5, 2/3, 2/3
Huntington Park	4	2/3, 3, 5
R.A. Riddell	3	GLD, ESL, 8
Franklin Road	2	4
Lake Avenue	2	3
Prince of Wales	1	1
Centennial	5	2, 1
Hess Street	4	4, 6, SpEd (primary)
ACES	3	6, 7, 8
Memorial	3	6, 7, 8 elective
George R. Allan	2	4, 1
Richard Beasley	6	2, 1, 3
Queen Victoria	7	2/3, 1, 5, 3/4
Alan Lisgar	2	4, 4/5
Helen Detwiler	2	5
Sanford Avenue	4	4, 5, 4/5
Burkholder	5	6, 6-8 elective
Robert Land	12	SK-5, SLD, S&L
Armstrong	13	6, 7, 8, SpEd.
Adelaide Hoodless	2	8
Wilfred Laurier	1	SLD
Linden Park	1	4
C.B. Sterling	1	2/3
James McDonald	1	3
Dr. J. Edgar Davy	5	2, 3, 4, 5, SpEd.
Roxborough Park	1	1
Queen Mary	8	1/2, 5, SpEd. (junior)
Woodward Ave.	4	3, 4/5, 1
Hampton Heights	3	6, 7, 8
Westwood	2	2, 2/3

Chedoke	1	SpEd.
Hatts Off	1	SpEd.
Fairfield	2	4/5
Cardinal Heights	9	6,7,8
Parkdale	2	2/3,3
Hillcrest	2	8
Fernwood Park	1	5
A.M.Cunningham	1	4/5
Queensdale	1	3
Pauline Johnson	1	3

<u>School (Secondary)</u>	<u>No. of visits (classes)</u>	<u>Grade and Subject</u>
Macdonald	11	10 - science; ES
Sherwood	24	10 - science; 9-OAC P.E.; Outers' Club
Scott Park	13	10 - science; 10 - art; and 12 - photography
Hill Park	14	10 - science; 9-OAC P.E.
Delta	10	10 - science; ES
MacNab	8	10 - science
Barton	10	10 - science; Outers'
Vanier	3	10 - science
Churchill	7	10 - science; ES
Glendale	7	10 - science
Westdale	14	10 - science; ES; Peer Helper
Mountain High	2	recreation elective; geography
Lawrence Alter Ed	1	recreation/phys ed
Calvert House	1	recreation

Note: ES = grade 12 Environmental Studies (hike in Spencer Gorge)

SPRING

PROGRAMS 1996

in Crooks Hollow

(Christie Outdoor Education Centre)

Take a Hike!

Bring your students out of urban hibernation with a Spring Ramble:

- run, jump, climb, frolic, and roll down hills (primarily primary)
- use your senses to know the Earth as home
- learn to look with charcoal sketching or photography (Grade 4 & up)
- acclimatization activities
- initiative tasks, co-operative games, group building activities

Native Studies (Grades 4-8)

Experience stories, cosmology, food & games of a culture connected to the rhythms of the land:

- weave a dreamcatcher
- learn from the Medicine Wheel
- hone skills of listening, stalking, balance, cunning & strength
- cook bannock & tea
- listen to stories of the seasons

Greening Christie

- getting to know the plants and their purpose at Christie
- on-site care
- planting & pruning
- tree free paper - visions of a forest-friendly future

Language Arts

- Write a poetry trail
- Dramatize poems for two voices
- Let yourself go in a Guided Imagery
- Give your journal food for thought
- Contemplate in a Solo Spot

Critters - Forest, Field & Stream (All ages)

Catch 'em, love 'em, leave 'em!

- chase butterflies
- design an imaginary bug
- make your own field guide
- study habitat improvement strategies

Back to Basics: Environment Literacy (Grades 4-9)

Learn basic ecological concepts through interactive games:

- The Survival Game (energy flow, competition, predator-prey relationships, toxins in the food chain)
 - The Thicket Game (habitat, camouflage, adaption)
 - Oh Deer (population dynamics, food/water/shelter needs)
 - The Species Mating Game
- and more...*

Maple Sugar Time (Grade 3 & up)

When the sap starts to flow...

- meet a tree
- listen to the heartbeat of a tree
- make your own pancakes
- tap into sap in a tree

Orienteering

- map reading
- compass skills
- project and score orienteering

WE PROVIDE:

- transportation bookings
- program ideas & materials
- wood, utensils & assistance for cookouts
- recycling & composting facilities

BE PREPARED:

- Dress for variations in weather - sun, rain, mud & wind
- Bring your own bug repellent, sun screen, hats, rubber boots, dry socks
- Plan a garbageless lunch!



Call Trevor Kolke — 627-1453

Details of Program to be made at time of booking

It's Time to Book the:



- Hiking--fall & winter**
- Learning to track & environmental identification

**Crook's Hollow
Outdoor Educational Center**

**Nature's Balance
Living Together**

- animals & plants

Your day includes:

1995-96

**Fall and Winter
Full Day Programs
Grade 1 - OAC**

- Orienteering**
- Map reading
 - Compass skills

**Great Fun!
Winter Program**
(see reverse for information)



- Wetland Studies**
- Gr. 7-8, Gr. 11-12 Environmental Course
 - Wonders of the Niagara Escarpment
 - Watershed Studies in the Spencer Gorge
 - The importance of "Bio Diversity"

- subsidized bus transportation
- assistance with pre-program development and facilitation at the center
- cook-out or in (wood & utensils provided)
- garbageless lunch mandatory
- hot chocolate provided after November 1 (bring your own cups)
- casual, warm and dry clothing--suitable footwear important

Call Trevor Kolkea -- 627-1453

Details of Program to be made at time of booking

Natural Use of the 3Rs
The Fall colours of Crook's Hollow

- trees
- insects
- meadows and woodlands



Timeless Technologies (grade 4 & up)

"I hear and I forget,
I see and I remember,
I do and I understand"

- dip or mould wax candles to keep
- pioneering
- take home tree-free paper and a vision of a forest-friendly future



- Get Connected "Live lightly on Our Earth"**
- Seasonal changes in the Ecosystems of the Hollow
 - Native Philosophy stories, crafts bringing us closer to our place in natural cycles
 - Managed and unmanaged forests

The following activities require a reasonable snow base.

Event	Equipment Provided	Comments
X Country skiing	skiis, boots, poles (limited boot size)	Introduction to equipment and basic skills • intermediate trails accessible • teacher assistance required
Snowshoeing	snow shoes and bindings provided	A snow base of at least 15-20 cm is necessary • teacher assistance required
Snow sculpturing	large shovels and trowels provided - water available	• minimal snow base required • lesson plan for this activity to be developed with Christie staff
Sledding	individual (one person) sleds provided (appox. 6-8)	This activity must be carefully monitored and permitted on a staff designed sit only • teacher assistance required

The remaining activities are not dependent on snow.

Skating	no skates provided	Location for this event is restricted to a safe area determined by staff.
Discovery Orienteering	markers, courses & program assistance provided	Preliminary design is a co-operative effort with staff.
Survival & Co-operative games ECO - simulations	resource documents containing numerous cross disciplinary activities i.e. Project Wild, etc.	Preliminary examination of co-operatively constructed program packages is essential.

Proposed Job Description for Crooks Hollow Environmental Centre

Site Program and Operational Assistant

Date of Appointment: September 1, 1994

Qualifications: The successful applicant will be required to demonstrate strong, positive leadership skills in the following areas:

1. Site Maintenance for Program use.
2. Assistance with Curriculum development to be used on site.
3. School staff liaison to determine the structure of program and use of site facilities during the day.
4. Creating a positive atmosphere for young people that conveys the philosophy for all environmental/outdoor programs.
5. Certification in Standard First Aid, CPR, Bronze Cross and Wilderness First Aid or equivalent.

Responsible to: The consultant for Environmental/Outdoor Education

Responsibilities:

- assist Jeff Nichol with program planning
- impart program (Earthkeeper) philosophy into the wide diversity of programs offered
- work with teachers in pre-planning elements stressing the importance of teacher and volunteer participation in the planning and delivery of program on the day of the visit
- work with the teachers in all activities that occur during the visit
- carry out responsible safety precautions for all outdoor activities
- provide suggestion for follow-up that will integrate into existing programs
- supply personal environmental/outdoor expertise to teachers using the centre
- open, close and secure all buildings daily
- keep equipment under repair and replace supplies as necessary.
e.g. ski bindings, ski boots, snowshoe bindings, chemical replacements to water testing kits
- supply the expertise for cook-outs at lunch (year round)
- keep snow clear of pathways to and from portables
- complete all school bookings
- make busing arrangements
- follow the criteria established by the department which allows for block programming and adequate offering of time to junior and middle schools

RED HILL WATERSHED ENVIRONMENTAL CENTRE

Preamble:

Many of our schools have shown the initiative to be environmentally aware through their involvement with various environmental projects and programmes. There is a lack, however of any real attempt to integrate those existing, successful programmes in such a way that students, schools and their wider communities, shift this awareness to that of sustainable stewardship of their local environments.

The conceptual framework of Project Watershed enables this to happen, first through its pilot stage and then later through system-wide implementation. This project would place emphasis on the Hamilton Harbour Remedial Action Plan (HHRAP) and the appropriate watershed stewardship which would positively aid the recommendations of the HHRAP. Five school communities would pilot the project and they would develop action plans to make the shift from environmental awareness to that of ownership. Once refined, these pilot action plans would form the basis of the process model which would be available for other schools within our system to adapt to their own needs. The thrust would be:

- identification of one's own particular community as a small area of the Red Hill Watershed (natural and man-made), and how it impacts on Hamilton Harbour
- assessing the environmental state of that community (terrestrial and aquatic monitoring and collecting the data)
- deciding on the necessary steps to remediate any environmental impact
- developing an action plan to deal with the necessary remediation (and gaining the knowledge and skills to remediate)
- ongoing collection of data recording on to data base, comparison with the existing Red Hill Creek baseline data (1995)
- articulating how this remedial action had positive impact on their community watershed, and the effect this had on their motivation to sustain stewardship
- realizing that all pilot sites would have a cumulative positive effect on watershed stewardship
- shifting from awareness to sustainable ownership so that many such communities would positively effect the recommendations of the HHRAP

THE HISTORY OF THE UNITED STATES

CHAPTER 1: THE FOUNDING OF THE NATION

1776

The American Revolution was a struggle for independence from British rule. It began in 1775 and ended in 1783. The war was fought between the thirteen original colonies and the Kingdom of Great Britain. The colonies won the war and became the United States of America.

The United States was founded on the principles of liberty and justice for all. The Constitution of the United States was written in 1787 and is the supreme law of the land. It guarantees the rights of citizens and defines the powers of the federal government.

The United States has a long history of freedom and democracy. It is a country where everyone has the right to life, liberty, and the pursuit of happiness.

The United States is a country of many different people and cultures. It is a country where everyone is equal and has the same rights.

The United States is a country of opportunity. It is a country where anyone can achieve their dreams and make a better life for themselves.

The United States is a country of progress. It is a country where new ideas and inventions are always being developed.

The United States is a country of peace. It is a country where everyone lives in harmony and without fear.

The United States is a country of hope. It is a country where the future is bright and full of promise.

The United States is a country of love. It is a country where everyone cares for each other and works together for the good of the nation.

Red Hill Watershed Environmental Centre

Presently, the Hamilton Board of Education provides one site for Outdoor/environmental Education experiences for its students. This site is at Crook's Hollows, in the west end of the Board's boundaries. To access this site the students from the east end of the system have to travel a long distance to a location which is far-removed from their own local community - where we would hope that proactive environmental behaviours would take place. It is the intent, therefore, to develop an environmental learning centre in the east end, more specifically in the Red Hill Creek Watershed. The centre presently has Administrative and Principal support to be housed within two classrooms at Elizabeth Bagshaw school, with the possibility of extra space being available in the "portable" which is close to Red Hill School. The proposed name of this centre is the Red Hill Watershed Environmental Centre. It will be developed in partnership with the H.R.C.A. and will be an integral part of Project Watershed (which will hopefully be funded by Environment Canada (Action 21) and in partnership with the B.A.R.C., H.R.C.A., McMaster University and the Board of Education for the City of Hamilton). See Appendix 1 for details about Project Watershed.

The Red Hill Centre will serve the following purposes:
to act as:

- a watershed interpretive centre (natural & man-made).
- a "training centre" for environmental and monitoring programs which positively promote the H.H.R.A.P. (as per Project Watershed)
- a resource centre for environmental information pertinent to Watershed Stewardship.
- a field base for environmental field trips.
- the central administrative office for the Coordinator of Project Watershed - Awareness to Ownership.
- a focus for community environmental presentations, meetings and discussions around the H.H.R.A.P. (see Appendix 2).

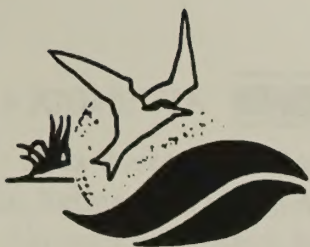
Staffing considerations: presently many different scenarios are being pursued.

- the H.R.C.A. is able to make an "in kind" contribution of 14 hours per week for a four month period beginning in September 1996.
- if Action 21 funding becomes available, then the Project Watershed Coordinator would be permanently housed at the Red Hill Centre and could look after the facilitation of some aspects of programming for schools other than the pilot sites for Project Watershed.

- the science teacher at Elizabeth Bagshaw could become an associate teacher for pre-service Brock students who became involved at the Red Hill Centre (Brock is relocating preservice to Briarwood).
- the science teacher at Elizabeth Bagshaw could also become a part-time site administrator at the Red Hill Centre as a percentage of their teaching assignment.
- the science teacher at Elizabeth Bagshaw could become a supervisor of university/community college volunteers at the Red Hill Centre.
- Program Services Department could contract the services of an environmentalist to oversee all activities at the Red Hill Centre and to be a complement to the Project Team of Student Services and Community Linkage.

Sources of funding:

- an "in kind" contribution of technical advice and assistance - H.R.C.A.
- an "in kind" contribution of equipment - H.R.C.A.
- a potential monetary contribution made by those schools who choose to participate in the Nature Walkathon for the Environment '96 (co-ordinated by B.A.R.C.)
- a potential monetary contribution from either/or both the Wentworth County Board of Education and the Hamilton Wentworth Separate Board of Education as purchase for access to and service at the centre.
- potential funding from Canada Trust - Friends of the Environment Fund.
- Kings Forest Orienteering - mapping.
- Board Trustees approval for resource person funding.



BAY AREA RESTORATION COUNCIL

OF HAMILTON-WENTWORTH AND HALTON REGIONS INC.

Room 329, Life Sciences Building, McMaster University, Hamilton, Ontario L8S 4K1
Telephone (905) 525-9140 Ext. 27405 Fax (905) 522-6066

April 30, 1996

Mr. Munro Pace
Head, Community Programs
Action 21, Ontario Region
Environment Canada
4905 Dufferin Street
Downsview, Ontario M3H 5T4

Dear Mr. Pace:

The Bay Area Restoration Council is pleased to present an application to the Action 21 Community Funding Program of Environment Canada. We are confident that "Project Watershed" fulfils the criteria of the program and its goals.

BARC and its member organizations have already achieved considerable success in promoting the implementation of the Hamilton Harbour Remedial Action Plan (HHRAP) through such programs as the Classroom Botanical Nursery Program, the Yellow Fish Road Program, Art in the Watershed, the Nature Walkathon, the Marsh Volunteer Planting Program, Schoolyard Naturalization and Stream Monitoring. Together they have involved over 20,000 students and members of the community in the actual implementation of the HHRAP. Strong partnerships, cemented in the development and implementation of these programs, provide a solid foundation for Project Watershed. Action 21 gives us the opportunity to take this work to a new level.

Project Watershed has been developed and will be guided by a Pilot Project Team consisting of four experienced educators:

- Stella Gibson, Project Team Leader for Student Services and Community Linkage, Hamilton Board of Education
- George Sorger, Professor of Biology, McMaster University (WATER)
- Bruce Duncan, Staff Ecologist and Manager of the Red Hill Valley Revitalization Project, Hamilton Region Conservation Authority
- Don McLean, Director and co-chair of the BARC Education Committee

With the support of Environment Canada, we look forward to working more closely with our partners at the Hamilton Board of Education, the Hamilton Region Conservation Authority, and WATER in the implementation of Project Watershed.

Yours sincerely,

Ken Hall

Ken Hall
President

per M.B.



Hamilton Region Conservation Authority

BY FAX: 416-739-4781

30 April 1996

Munro Pace
Environment Canada - Ontario Region
4905 Dufferin Street
Suite 2 South
North York, ON M3H 5T4

Dear Mr. Pace:

Re: Application by Bay Area Restoration Council to Action 21 Fund

I am writing in support of the Bay Area Restoration Council's proposal to you for funding Project Watershed.

The Hamilton Region Conservation Authority is the lead partner in the Red Hill Valley Rehabilitation Project. This rehabilitation work is within the pilot watershed for Project Watershed.

The results of our rehabilitation efforts will be made available to students and members of the community for study, monitoring and research as part of Project Watershed.

We also will provide all of our biological and archaeological data (other than significant archaeological site locations) collected as part of the rehabilitation effort. In addition, we will assist with the founding and operation of the proposed Watershed Education Centre at Elizabeth Bagshaw School by providing staff services, maps and information from the rehabilitation work.

Project Watershed has long been needed in the Hamilton area. Its goals fit well with our own and will go a long way towards getting many more people involved in the stewardship of their own watersheds.

I hope that you will fund this innovative community project.

Yours sincerely,

Bruce Duncan
Red Hill Project Co-ordinator

PROJECT WATERSHED

The Bay Area Restoration Council (BARC) is the public advisory committee attached to the Hamilton Harbour Remedial Action Plan (HHRAP). Over the past four years, BARC and its member organizations, in close partnership with each other, have established and/or developed a number of successful programs to directly involve the people of the watershed in the work to 'bring back the bay'. Descriptions of these existing individual programs are found in appendix two. The thousands of participants in these programs, many of them students, have taken concrete action to implement the HHRAP and in the process have become more educated and aware of the environmental issues being addressed in the cleanup and protection of the Harbour watershed.

The high level of school participation in existing programs reflects their concern about environmental issues and their desire to support the objectives of the HHRAP. The programs also allow students to directly contribute to HHRAP goals through hands-on activities. The weakness at this point is that participation by individual schools is in a piecemeal fashion, where students are not confronted with the interconnections between programs, or provided with a meaningful way to apply them within their own local community. Their awareness of the issues surrounding the HHRAP has been raised, but they have not taken ownership of its goals. The fundamental objective of Project Watershed is to further advance this process of moving from awareness to ownership, and to develop it as a sustainable undertaking.

Project Watershed will focus the attention of community members on the environmental features of their own specific part of the Hamilton Harbour watershed – with that portion being defined by the 'catchment area' of an individual school. The schools offer an established community structure within which to develop awareness of local environmental features, identify issues that can be addressed at the neighbourhood level, and develop protection and remediation efforts to advance the objectives of the local community and the HHRAP as a whole. By addressing neighbourhood sources of environmental degradation that affect the larger watershed, students and their families will increase their awareness and make a contribution to the implementation of the HHRAP. The Project will also integrate the existing programs at specific pilot sites, develop them to a higher level, and add new components.

The shift from awareness to ownership can be achieved through the following five steps of Project Watershed. Firstly, schools and their communities will recognize that they are part of a watershed and that there are site specific problems indigenous to their local communities. The second step is to identify how these issues can be positively addressed at the local level and understand that the changes contemplated will also impact on the stream watershed they live within and the larger Hamilton Harbour bioregion. Implementation of a remediation plan is the third step. It is achieved using existing environmental programs and introducing new ones were necessary under the guidance of the Watershed Coordinator and the Pilot Project Team. Step four is to both evaluate the remediation actions and record the sequence of activities. The key learning outcome is the *process* of shifting from awareness to ownership. Achievement of this shift will be evidenced by the ability to complete and repeat the process which includes articulation of the problem, identification and implementation of appropriate remedial actions and on-going reflection on and revision of these actions in a cyclic manner.

The fifth step will be the responsibility of the Watershed Coordinator and the Pilot Project Team which will review the five pilot site experiences to determine the successes and shortcomings. A summary will be presented to the participating schools, the partner organizations in Project Watershed, and Action 21. The outcomes will also be presented to the Trustees of the Hamilton Board of Education along with proposals for further implementation on a larger scale, if warranted.

A watershed environmental centre will be set up to provide interpretative and administrative services to

participating pilot sites. They will be able to access information about the watershed, about environmental programs to improve watershed quality, and about general interest topics around watershed stewardship. For the purposes of this pilot project, this centre will as a home base for the Watershed Coordinator and a central focus point for the entire project. It will also be accessible to community groups as well as school classes.

THE NEED

The successful programs already being implemented by BARC and its partners include the Yellow Fish Road Storm Drain Marking Program, the Classroom Botanical Nursery Program, Naturalization of Schoolyards, Watershed Action Towards Environmental Responsibility (WATER), Art in the Watershed, the Nature Walkathon for the Environment, and the Marsh Volunteer Planting Program. These existing environmental programs are an important first step in developing community ownership of the HHRAP. However, there is fragmentation in their presentation, and a necessarily incomplete picture of how they inter-relate. By creating a partnership between community stakeholders, and by combining and enhancing existing successful programs, the implementation of the HHRAP will be greatly strengthened. Community awareness can be shifted to sustainable community ownership, where the focus becomes both the implementation of the HHRAP itself, and addressing environmental issues at the neighbourhood level.

The intent of Project Watershed is to develop a framework within which these programs can be integrated and presented in a manner that students and other members of local communities, through adoption of a Pilot Site, learn to identify the local process(es) and become capable of monitoring the results in a meaningful way. This involvement in turn, should lead to informed, responsible community ownership and decision-making.

A number of the recommendations of the HHRAP will be addressed by Project Watershed, in particular the education and community involvement objectives in recommendations #33 and #34. The high level of involvement by the Hamilton Board of Education in Project Watershed is particularly noteworthy in this regard. The objective of citizen participation in the reduction of toxics and other measures to implement the HHRAP (recommendation #38) will be advanced as well. Progress may also occur in implementing recommendations calling for reductions in erosion (#5 and #6), reduction in pesticide use (#31) and monitoring of fish and other wildlife populations (#15 and #17).

THE OPPORTUNITY

As a result of the success of existing programs, the Hamilton Board of Education is prepared to establish a close partnership with BARC, and to provide a watershed education centre and appropriate sites for implementation of a pilot test of Project Watershed.

THE VISION

'PROJECT WATERSHED - AWARENESS TO OWNERSHIP'

Based on a partnership between the Bay Area Restoration Council, the Board of Education for the City of Hamilton, Watershed Action Towards Environmental Responsibility, and the Hamilton Region Conservation Authority, "Project Watershed - Awareness to Ownership" will be designed, piloted, and subsequently refined, an attempt to develop, and sustain, watershed and ecosystem stewardship at the neighbourhood level.

THE PROJECT

The Pilot Project Team will designate five specific pilot sites on the basis of proximity to an identified participating school. It is recognized that the pilot sites may represent portions of natural subwatersheds, man-made watersheds or a combination of the two, and may include both natural and urbanized areas. The selected schools will become the centres for the investigation and stewardship of the pilot sites.

- for the purpose of the Pilot, all sites will be within the Red Hill Creek watershed, the largest segment of the Hamilton Harbour watershed lying within the City of Hamilton
- a Watershed Education Centre will be established in the Red Hill watershed (at Elizabeth Bagshaw school) and will serve to house the necessary administrative personnel and equipment, and provide a base for field trips by Pilot participants
- through exploratory, investigative action, students and other members of the community will become knowledgeable about, and involved in, the necessary stewardship requirements of their own particular environmental site and the stream watershed in general

Each school "community" will:

1. Identify and map their own physical environment. Site mapping and watershed description will be guided by the FISH Watershed Report Card - Bronze Level.
2. Collect and record information about that site and its relationship to the stream watershed. This may include school "greening" activities, recycling activities, condition of natural areas, storm and sanitary water transport systems, monitoring the presence of wildlife (using some of the elements of the Wildlife Watchers of the Canadian Wildlife Service), and other features.
3. Conduct a preliminary environmental impact assessment of the site that provides a simple explanation of the findings with supportive data.
4. Discuss and learn how to remediate that site.
5. Decide on the remediation process, and take ownership of it.
6. Reassess the environmental impact at the end of the second year of the pilot project (go back to 1,2,&3).
7. Reference written material/information created by the Pilot Project Team and the Co-ordinator, which identifies the core of the successful environmental programs and emphasizes the reason for their implementation, the ways in which these programs can be extended, their inter-connection and the relevance they have on the watershed

IMPLEMENTATION

Initially, the framework of the Pilot Project will be the responsibility of the Pilot Project Team. This team will articulate the vision and, in conjunction with the Project Watershed Co-ordinator, it will develop a process model, develop an action plan, and will oversee the entire Project.

THE PILOT PROJECT TEAM *will be representative of the partnership, as appropriate, and will:*

- identify Project Watershed as a vehicle to increase the number of community stakeholders who are actively involved in the implementation of the HHRAP
- identify those existing, successful, local environmental efforts which are concerned with remediation and stewardship, and develop written material, together with the Project Co-ordinator, which indicates the reason for their implementation, how they are inter-related, and how they can be extended
- identify how these local environmental education programs can be integrated, and extended, so that they can lead to greater investigative action, remediation and stewardship, by the community stakeholders
- identify that, in addition to the main focus of successful environmental programs, there will be an on-going need to introduce and integrate other such programs
- develop the framework of Project Watershed, inclusive of assessment and evaluation
- identify the required knowledge, skills and attitudes for the position of Project Watershed Co-ordinator
- write the job description for the position of Co-ordinator. Advertise for, interview and hire the Co-ordinator
- liaise with the Project Watershed Co-ordinator through the BARC Education Committee
- develop assessment tools; liaise with Fishermen Involved in Saving Habitat (FISH), to access use of their Watershed Report Card; and with CWS to access use of their Wildlife Watchers programs

EXPECTED OUTCOMES OF PROJECT WATERSHED FOR:

A: PILOT PROJECT TEAM

- demonstrate the ability to select five pilot sites based on: location in the Red Hill Creek watershed, dissimilarity between sites, and existing community focus on environmental issues at those sites
- demonstrate the ability to develop a model which will create, for the participants, a clear understanding of their involvement in Project Watershed
- demonstrate the ability to work with the Project Co-ordinator in order to help each school/community develop its own unique action plan; from awareness to ownership

- develop an inventory model that can be used to “map” what presently exists at each site
- develop the monitoring skills necessary to assess existing environmental impact, and to assess any ensuing remediation attempts
- develop the ability to identify those successful, existing programs which may be appropriate to introduce at each particular site
- develop the ability to expand the knowledge base around these existing programs, so that understanding their impact, and monitoring their effect becomes a process which is reported at the end of the Project
- develop the ability to make decisions around potential remediation of the pilot sites
- develop the ability to decide on any other environmental initiative which may be helpful in the remediation of any of the sites
- develop the ability to design an action plan around any proposed remediation
- develop the ability to identify, and/or design, the necessary assessment tools which would be used to determine the level of remediation
- develop the ability to accurately track and report the process so that the necessary steps can be identified, refined and used in any future model; initially, this reporting is completed by the participants for each particular pilot site
- develop the ability to create a final Project Report which reflects interaction between the participants

B: STUDENTS AND COMMUNITY *will develop environmental awareness, stewardship and ownership through:*

- knowledge of the HHRAP
- participation in the completion of environmental mapping and inventories
- knowledge of environmental impacts
- participation in environmental decision-making
- participation in environmental restoration projects
- participation in environmental monitoring procedures
- participation in environmental maintenance projects
- development of environmental action plans

C: HAMILTON BOARD OF EDUCATION

- demonstrate the ability to contribute as a more significant stakeholder in responding to the recommendations of the HHRAP
- demonstrate the willingness to provide a suitable environmental learning centre in the pilot area
- demonstrate the willingness to provide opportunities for all students and community members to become more environmentally aware and responsible
- demonstrate the willingness to create community linkage around environmental stewardship and decision-making
- opportunity to assess/evaluate the Project, in order to determine the most effective route toward sustainability

D: BAY AREA RESTORATION COUNCIL

- demonstrate the ability to meaningfully involve students and communities as stakeholders in the HHRAP
- demonstrate the ability to meaningfully involve students and communities to co-ordinate, integrate and extend the various successful environmental programs already in existence within the Hamilton area
- demonstrate the ability to integrate the various successful environmental programs with any necessary additional programs which may be deemed important
- demonstrate the ability to move the project participants from environmental awareness to that of ownership
- provide the opportunity for BARC to assess, evaluate and refine the Project so that it can be replicated in other Boards of Education within the Hamilton Harbour watershed

E: WATERSHED ACTION TOWARDS ENVIRONMENTAL RESPONSIBILITY (WATER)

- demonstrate that McMaster University, as host to WATER, has the ability to train students, teachers and community in the scientific components of monitoring
- demonstrate that McMaster University has the ability to create various technical training centres at appropriate sites; example: Secondary School Science Departments
- demonstrate the ability to meaningfully involve students and communities as partnered stakeholders in the HHRAP.
- demonstrate the ability to integrate the monitoring process, within Project Watershed, in such a way that the data analysis becomes an on-going assessment tool in the remediation/restoration process of the watershed

- demonstrate the ability to provide the relevant data, which indicates the levels of fecal, chemical and toxic pollution within the various watershed locations, in order to provide communities with factual information for active purposes
- demonstrate the ability to create and network sustainable partnerships between high schools and community organizations, for the purpose of monitoring and improving the watershed

F. HAMILTON REGION CONSERVATION AUTHORITY

- demonstrate the ability to integrate the Hamilton Harbour Watershed Stewardship Project with the other components of Project Watershed
- demonstrate the ability to meaningfully involve students, and other community members, with the landowners who are participating in the Watershed Stewardship Project
- demonstrate the ability to determine which existing environmental programs would be pertinent to either expand, or introduce, within the framework of Project Watershed
- demonstrate the ability to shift the emphasis around the revitalization of the Red Hill Valley from government to community

PROJECT TIMELINES

July/August '96

- develop a framework for action (action plan) - responsibility of the Pilot Project Team and the Watershed Co-ordinator
- develop written material/information re-existing environmental programs

Sept./Oct. '96

Introduce school communities to the Pilot Project and its :

- intended exit outcomes
- mapping procedures
- inventory procedures
- assessment tools
- remediation decision making and process
- evaluation procedure

Nov./March '97

School communities:

- hold meetings to inform/involve as many interested community members as possible
- define and map their own pilot site
- create posters/maps of their pilot site
- define the type of watershed(s) present within their pilot site

April/June '97

- assessment of their pilot site
- use of the inventory
- water monitoring
- description of the environmental impact
- initial remediation decisions
- develop action plan, include issues, time frames and responsibility

July/August '97

- Co-ordinator will complete a progress report for all sites and will assess the status of the action plans
- Co-ordinator will discuss, with the Pilot Project Team, the need for any additional programs

Sept./Dec. '97

- continue decision making
- form action groups to initiate remediation

Jan./March '98

- continue remediation
- reflect on process
- make recommendations for further remediation

April/June '98

- the schools will repeat the original inventory to compare results
- decide what further remediation is necessary
- overview the entire process
- prepare a written report of the whole process for discussion with the Co-ordinator
- verbally present their findings to their local communities
- develop future action plans

July/August '98

- the Co-ordinator and the Pilot Project Team will analyze the action plans for all pilot sites
- compare action plans for all sites
- prepare a final report to define the process and to highlight any future considerations
- develop a process model which represents the basis for an action plan for other school groups to use
- report back to BARC
- report to Action 21
 - make recommendations for a full Board implementation

Appendix Two

Existing Environmental Programs

Classroom Botanical Nursery Program (BARC)

Students at all levels of elementary and secondary education participate in this program and grow aquatic and terrestrial plants in their classrooms from seeds. The plants are subsequently used in marsh, wetland, prairie and riparian habitat restoration projects in the Hamilton Harbour watershed. BARC provides seeds, sterilized soil, planting kits and instruction manuals. A slide presentation on wetlands is given on request. Launched in early 1994, the program enrolled 80 classes in 55 schools in the first year and generated over 10,000 aquatic plants for the Cootes Paradise marsh restoration work. In 1995, the program was expanded to include terrestrial plants and over 300 kits were provided to 65 schools. At this point, about 14,000 students have directly contributed to the HHRAP restoration work by helping to grow plant stock.

Yellow Fish Road Storm Drain Marking Program (BARC)

Students in both elementary and secondary schools, as well as a variety of youth groups, have participated in this program to educate the public about the reduction and proper disposal of household hazardous waste. The program was developed by the federal Department of Fisheries and Oceans and Trout Unlimited, and BARC has managed the implementation in Hamilton-Wentworth and Halton since the fall of 1993. Nearly 3500 youth in 156 groups had participated as of December 1995 and the program is continuing this spring. BARC also offers a slide show linking the program to the HHRAP. It has been given nearly 40 times, often to large numbers of students not otherwise involved in the program.

Art in the Watershed (BARC)

This is a new program in 1996 which BARC is developing in partnership with the HRCA's Red Hill Revitalization Project. Students prepare banners focusing attention on the Hamilton Harbour watershed and these form the basis for a public exhibition in one of the watershed natural areas. They are also displayed at local festivals and other locations. Schools are provided with paints and banner material, and are offered a slide presentation and/or a guided hike in the valley of the focus watershed stream. About 25 schools and community groups are expected to participate in the first exhibition in June 1996 in the Red Hill Valley.

Nature Walkathon for the Environment (BARC)

Initiated by the Hamilton Naturalists' Club in 1991, this annual event has raised more than \$150,000 for local environmental projects in its first five years. BARC is now the lead agency among a dozen sponsoring groups. In addition to a community event, individual walkathons are also being held at local schools. Participating groups are given 50% of the monies they raise for their own project, while the remainder goes to one or more community focus projects.

Marsh Volunteer Planting Program (BARC, RBG, McMaster)

This summer will be the fourth in which community volunteers put on hip-waders and participate directly in the restoration of the Cootes Paradise marsh. In 1996, volunteer planting projects are also taking place on newly constructed islands in Hamilton Harbour, and the HRCA is conducting a similar program in riparian areas along local creeks. About 100 volunteers per year have participated in these programs.

Stream Monitoring (WATER, McMaster)

Beginning in 1993, groups of OAC students have been trained in biology department laboratories at McMaster to conduct scientific monitoring of fecal and other contamination of streams. More than 70 high school students

have participated in this program, along with their teachers and six community groups. After their training period, the students carry out tests on a local stream issue of community concern and then organize a public meeting to present their findings. In three years, this program has established a high level of credibility and helped the community and responsible government agencies identify problem areas. Efforts are also currently underway to develop a protocol for student monitoring of benthic invertebrates.

Schoolyard Naturalization Program (Hamilton Naturalists' Club)

Under the leadership of the Hamilton Naturalists' Club, efforts have been initiated at more than 20 schools in the Hamilton Harbour watershed to naturalize portions of the lands associated with schools. These projects provide an immediately accessible natural laboratory, and offer opportunities for understanding the importance of native species, the interconnections between wildlife and habitat, the implications of chemical maintenance of turfgrass environments, and other environmental lessons. They also involve hundreds of students in hands-on environmental remediation activities.

Welcome to Outdoor Education with adventureworks !

A Newsletter for the teachers and staff at the Hamilton Board of Education

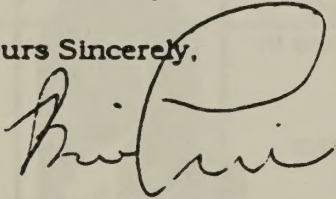
Fall 1995

Dear Friends,

I am pleased to provide you information about the outdoor education opportunities that are being offered by Adventureworks! in cooperation with the Hamilton Board of Education. Our new relationship with the board means that we can pool resources to provide exciting, creative and meaningful outdoor and adventure learning experiences for students at the elementary, middle and secondary school levels.

Adventureworks! will continue to offer school services in the areas of leadership training, community building, conflict mediation, and personal growth and development. Our new arrangement with Hamilton schools will expand our abilities to offer programming in the area of outdoor and physical education programs. Adventureworks! programs and services will now be offered at Hamilton's own Christie and Glen Road Outdoor Centres, in addition to our regular sites at Canterbury Hills and Crieff Hills.

Yours Sincerely,



Brian Lisson
Director, Adventureworks!

WHAT IS ADVENTUREWORKS!

Adventureworks! is an experiential education consulting company. We custom design programs to meet the specific needs of your particular class, team or club. Rather than providing "off the shelf" programs for our clients, our approach is to design and develop programs that best meet the needs of each individual client group. Our task is to take your students' needs, design a program around them, and provide that program with the appropriate site equipment, and location. Every program is as unique as the teacher and student group that it is designed for.

Every program at Adventureworks! is experiential in nature. Through an action/ reflection model, students participate in an activity, reflect on and process their experience and then apply their learning to new situations. Adventureworks ! programs follow the principles of education that are outlined in the Common Curriculum and the Ministry of Education Guidelines, where appropriate.

OUTDOOR AND ENVIRONMENTAL EDUCATION PROGRAMS

Adventureworks! currently provides a series of programs that focus on an introduction to outdoor pursuits for students attending Grade 4-OAC. These programs encourage the acquisition of outdoor skills and provide opportunities for students to participate in physical education activities that promote cooperation, group support, the process of inquiry and risk taking. Technical outdoor skills are taught in a safe and sequential order. Currently, the following activities are offered: group initiatives, low and high ropes course, rappelling, rock climbing and orienteering.

High ropes course experiences are often used in our programs to highlight personal goal setting, risk taking, group support and physical challenge. We currently have two high ropes course sites at Canterbury Hills and Crieff Hills. Both sites have a number of different high ropes course elements. Recently, construction has been completed on 2 unique high elements at Crieff Hills where two students work together 40 feet in the air to overcome the physical challenge.

Rock climbing and rappelling are becoming increasingly popular with our high school programs. Rattlesnake Point and Kelso Conservation Areas near Milton provide a safe yet challenging location for your first day of outdoor climbing! Climbing programs are led by O.R.C.A. certified instructors.

Glen Road Outdoor Centre

Glen Road Outdoor Centre is situated in a number of portables behind G.R. Allan School at the corner of Glen Road and Bond Street in Westdale. Churchill Park and the Royal Botanical Gardens trails surround the site; providing easy access to a number of unique learning environments.

This centre will be the primary site for our Primary (K-3) Environmental Science program. The goal of this program is to allow students to explore the natural environment in their backyard. Connections will be made to themes and units covered in class. The students will learn valuable hands-on, reflective and interpersonal skills while having fun in an unique outdoor environment.

Adventureworks! will be also utilizing Glen Road Centre to provide outdoor education experiences for Grades 4-OAC, where appropriate.



What's New at Christie's Outdoor Centre

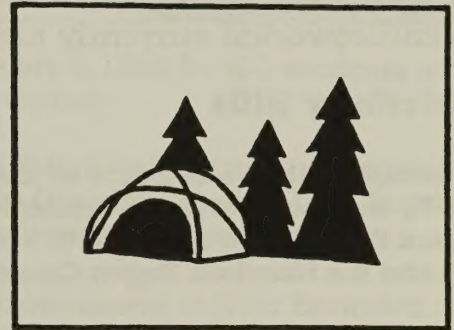
Christie's Outdoor Centre is located adjacent to Christie's Conservation Area in Crook's Hollow. There is a number of portables, access to trails and an artificial lake and a primitive campsite.

Christie's has been busy this fall with Environmental Education. Trevor Kolkea is coordinating all programming that involves an environmental/science component as well as preparing those classes involved in his programs. He can be reached at Christie Outdoor Centre by calling 627-1453 regarding program information or bookings.

Adventureworks! will be sharing the resources at Christie's with Trevor. Where teachers wish to have a combined Environmental Science/ Outdoor Education experience, Adventureworks! staff will work in cooperation with Trevor to design and deliver an unique and exciting program.

NEW THIS FALL !!! (November and December)

Adventureworks! is pleased to offer orienteering (map and compass skills), low impact camping and wilderness skills programs. As well as our usual complement of cooperative games, trust exercises, problem solving initiatives and high ropes course is available.

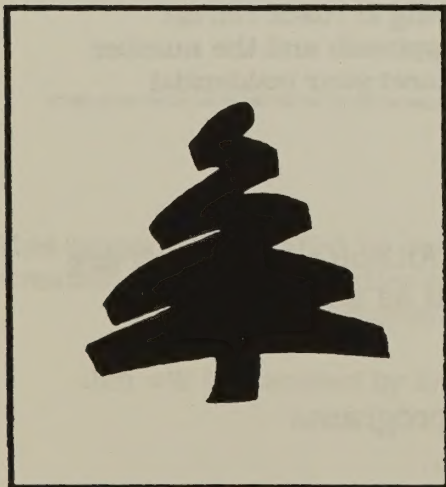


These programs will be offered at one of the Hamilton Board Centres or one of our sites this fall.

MOBILE PROGRAMS (Available year round)

Adventureworks! also offers the mobile programming. Instead of bringing your students to us, we can bring our staff and equipment to your school or a suitable location near you. Programs can also be a combination of the mobile and on site options. You can save time and money by pursuing this flexible approach to outdoor education.

WINTERWORKS ! (January- March)



A full range of outdoor education programs will be offered. This winter, cross country skiing and snowshoeing, winter camping and survival skills will be added to the regular fall programs. These programs can be offered at either the Christie's or Glen Road Centres, or at suitable location near your school.

Residential winter programs can be offered at Canterbury Hills in Ancaster. Snow shoeing, skiing, winter games, and winter adventure activities will be offered. Students stay in heated cabins, and meals are provided by Canterbury Hills staff.

Splashworks! (Spring 1996)

Currently Adventureworks! is exploring the possibility of providing some water based outdoor education opportunities for students for the spring of 96. Programs offered could include introduction to canoeing and kayaking. These programs would focus on the development of basic skills and strokes, basic watercraft safety, and the exploration of the natural world by water. Water based programs will be taught by O.R.C.A. certified instructors. Watch for more information on these programs!

RESIDENTIAL PROGRAMS

Adventureworks! currently utilizes two sites for residential programming.

Canterbury Hills

Canterbury Hills is a resource for the Diocese of Niagara as well as many public groups. This 72 acre site provides a wonderful setting for an outdoor experience. The site at the base of the Niagara Escarpment is filled with wooded lots, ravines and creeks. It is surrounded by the Bruce Trail and the Hamilton Region Conservation Authority.

The camp side of the property contains 9 pine log cabins (each sleeping 12), a large dining/ recreation hall, a portable school house and a 12 bed cabin equipped with a meeting room (Artaban Lodge). Nutritious meals are included in the package price..

Adventureworks! maintains a low and high ropes course at Canterbury Hills.

Crieff Hills

Crieff Hills is owned and operated by the Presbyterian Church of Canada. This 250 acre site is situated in the heart of Ontario's farming country near Puslinch. The rolling country side and the extensive trail network provide a year round setting for hiking and cross country skiing as well as our adventure program. Adventureworks! also maintains a high ropes course at Crieff Hills.

Crieff Hills provides a number of different levels of service from tent camping to rustic retreat houses to motel style accommodation (with catered meals). This type of approach and the number of different types of accommodation available allows Adventureworks! to meet your residential needs.

HOW TO ARRANGE FOR INFORMATION

Please feel free to contact our office by phone, fax or e-mail. Although our staff are often working outsidewith our clients, we will get back to you as soon as possible with the information you have requested.

For more information about Adventureworks! programs and services, please contact our office.

adventureworks!
991 King Street West,
P.O. Box 89102
Hamilton, Ontario
L8S 4R5

phone(905) 522-0542
fax (905) 522-8621
e-mail blisson@netaccess.on.ca.

K-3 Environmental Studies at Glen Road Outdoor Centre

Adventureworks ! is pleased to announce a new program starting January 8, 1996 for K-3 students in Environmental Studies at Glen Road Outdoor Centre.

Glen Road Outdoor Centre is situated in a number of portables behind G.R. Allan School at the corner of Glen Road and Bond Street in Westdale. The centre is surrounded by Churchill Park and the Royal Botanical Gardens providing easy access to a number of unique learning environments.

The goal of this program is to allow students to explore the natural environment in their backyard. Connections will be made to themes and units covered in class. The students will learn valuable hands-on, reflective and interpersonal skills while having fun in an unique outdoor environment.

This winter we are offering the following program options.

- * Protecting Our Planet
- * Outdoor Earth Adventures
- * Nature Up Close



Staff

This program will be staffed by Jen Spence, one of our Program Consultants, who holds degrees in Recreation and Leisure Studies and Child Studies from Brock University. She also has completed a Bachelor of Education in the Primary Division.

Jen will be assisted by fourth year Kinesiology Students from McMaster University.

Costs Per Class

Grades K-1	Half Day	\$ 176.55	Grades 2-3	Full Day	\$ 214.00
(Prices include GST)					

Please feel free to contact our office by phone, fax or e-mail. Staff are available for class presentations and to book dates for your program.

Adventureworks!
991 King Street West, P.O. Box 89102
Hamilton, Ontario L8S 4R5

phone (905) 522-0542 fax (905) 522-8621
e-mail blisson@netaccess.on.ca

Environmental Studies

San Jose County Community College

Environmental Studies Program
San Jose County Community College
San Jose, California 95128

The Environmental Studies Program is a two-year program of study designed to provide students with a broad-based understanding of the natural and human environment. The program includes courses in biology, chemistry, geology, history, and social sciences.

The program is designed to prepare students for careers in environmental management, planning, and policy. Graduates of the program will have the knowledge and skills necessary to work in a variety of environmental settings.

The program is accredited by the Western Association of Schools and Colleges. The program is also approved by the State of California for admission to the State Bar.

The program is a part of the College of Arts and Sciences. The program is also a part of the Environmental Studies Institute. The program is also a part of the Environmental Studies Center.

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San Jose County Community College
Environmental Studies Program
San Jose, California 95128
Phone: (408) 287-1234
Fax: (408) 287-1234
Website: www.sjcc.edu

BENEFITS OF GREENING YOUR SCHOOL:

(Or how to convince your principal and colleagues once you have convinced yourself!)

- Teaches CONSERVER LIFE SKILLS required for sustainable community living
- SAVES DOLLARS\$ in waste pick-up fees
- GENERATES REVENUE\$ from the sale of recycled materials
- REDUCES DOLLARS\$ spent on paper and supplies by promoting a conserver ethic
- Helps the school board to reach a 50% REDUCTION IN WASTE BY THE YEAR 2000, as legislated by the Province
- Helps fulfill the requirements of the Common Curriculum which has a SIGNIFICANT ENVIRONMENTAL COMPONENT
- STRONGLY ENDORSED BY THE MINISTRY OF THE ENVIRONMENT AND ENERGY and will blend well with any existing environmental initiatives (such as the S.E.E.D.S. program)
- It has been DELIVERED TO 10 SCHOOL BOARDS IN 8 COMMUNITIES, in a move towards provincial implementation (consistency)
- IT'S EASY!!! It has been designed so that it does not require a lot of extra effort. It focuses on daily routines.

PROJECT TASKS:

(What we provide for the selected schools)

Hamilton-Wentworth Green Venture will, in conjunction with the Is Five Foundation, perform the following tasks for the schools involved in the GREENING YOUR SCHOOL program:

- Conduct the preliminary background research
- Deliver a one-day workshop to implement the program
- Conduct follow-up on-site visits
- Take on the role of a resource and source for resources
 - class presentations on request
 - cost-recovery professional development for teachers
 - produce an extensive listing of resources and environmental programs
 - provide a voice for teacher requests in the purchasing of environmental books and videos for the Hamilton Central Library
 - trouble-shooting, finding solutions to individual school questions/problems/concerns with "greening"
- Produce a bi-annual newsletter

SCHOOL COMMITMENT:

- GREEN TEAM (teacher, custodian, principal, per school) attend workshop
- BE COMMITTED TO GREENING
 - no extensive knowledge required! Just a commitment to the ideals of greening!

SPECIFIC ELEMENTS IN THE PROGRAM INCLUDE:

- **PRELIMINARY BACKGROUND RESEARCH**
 - gathering baseline data (energy, water use and waste generation)

- **A ONE DAY WORKSHOP**
 - implementation for all 3 School Boards
 - principal, custodian, one teacher = green team
 - receive School Profile Consumption Report and Needs Assessment. This establishes the areas of greatest concern and allows each school to set realistic goals and measure their progress over the coming months.
 - opportunity to work with your counterparts (teachers, custodians, principals) from other schools to brainstorm solutions within your area of responsibility

- **ACTION PLAN**
 - more than 20 classroom activities designed to raise awareness and support greening measures within the school

GREENING YOUR SCHOOL

An Environmental Action Plan For Elementary Schools

PROJECT BACKGROUND:

- 1991 IS FIVE FOUNDATION hired by Hamilton Region Conservation Authority to develop an environmental action plan for the three Hamilton-area School Boards
- **STEERING COMMITTEE:** Hamilton Naturalist Club, Conserver Society of Hamilton, Hamilton and District Chamber of Commerce, Ontario Hydro, Ministry of Environment and Energy and others
- **GREENING YOUR SCHOOL:** practical, hands-on program to reduce waste, conserve water, cut energy use, avoid harsh chemicals and bring natural habitats back into the school yard
- **MINISTRY OF ENVIRONMENT AND ENERGY** provided funding
- **ENVIRONMENTAL LITERACY ACTION NETWORK (ELAN):**
 - all 3 School Boards participate
 - Jeff Nichol (past rep), Stella Gibson (present rep)
 - guided implementation of GREENING YOUR SCHOOL
 - Hamilton-Wentworth Green Venture's ed. sub-committee

Greening Your School Program and the Common Curriculum

The Greening Your School program takes the **four core program areas** and relates them to the daily life of the school community. This program focuses on concrete experiences that are relevant to the daily lives of students and staff. Activities are integrated into the existing program and are adapted to be relevant to each participating school.

Core Area Possible Learning Outcomes

Language

- gather information from written, graphic and spoken sources
- communication to others using written, graphic and spoken presentations
- this program is available in both English and French

The Arts

- use drama and graphic symbols to express opinions and communicate

Self & Society

- able to visualize and evaluate their impact on their environment, and thereby evaluate possible futures for themselves and the world
- able to make responsible choices for their health and lifestyle
- able to use a variety of decision-making, problem-solving strategies

Mathematics, Technology

- analyze and interpret technical data
- compile, graph, and otherwise interpret technical data to communicate
- analyze and evaluate their own views and those of others
- bring creative and critical thinking skills and a disciplined approach to the processes of inquiry, problem solving and design
- understand that math, science and technology is shaped by society
- explain and evaluate the relationship between humans and the environment
- demonstrate concern for living things and ecosystems
- be motivated to play their part in preserving and enhancing the environment
- be motivated to ask questions, seek answers and communicate results
- be able to apply appropriate methods of inquiry and design to investigate, analyze and resolve issues related to the natural and human-made environments
- know and be able to use a variety of problem-solving strategies
- be able to evaluate decisions responsibly and evaluate results critically

Our GYS Workshop Experience

To date, we have delivered the GYS program in the following communities:

Atikokan

Contact: Carol Stanley, Atikokan Energy Centre
106 Main Street, Box 1077, Atikokan, ON, P0T 1C0. Phone: (807) 597-1393

Elora

Contact: Patricia Black, The Elora Centre for Environmental Excellence
160 St. David Street, Fergus, ON, N1M 2L3 Phone: (519) 843-7283

Guelph

Contact: Evan Ferrari, Guelph 2000
90 Yarmouth Street, Guelph, ON, N1H 4G3. Phone: (519) 823-0860

Hamilton

Contact: Joan Bell, Hamilton Region Conservation Authority
P.O. Box 7099, Ancaster, ON. L9G 3L3. Phone: (905) 521-2181

London

Contact: Mike Lubun, Board of Education for the City of London
951 Leathorn Street, London, ON. N5V 3M7. Phone: (519) 686-5353

Orangeville

Contact: Dave Baldwin, Director of Education
40 Amelia Street. Orangeville, ON. L9W 3T8. Phone: (519) 941-6191

Port Hope

Contact: Ron Joice, The Port Hope Energreen Team
41 John Street, Port Hope, ON. L1A 2Z3. Phone: (905) 885-0906

Sarnia

Contact: Brenda Lorenz, Sarnia Energreen
Centre by the Bay, P.O. Box 134, 100 Charlotte Street, Sarnia, ON, N7T 4R2
Phone: (519) 344-3400



BAY AREA RESTORATION COUNCIL

OF HAMILTON-WENTWORTH AND HALTON REGIONS INC.

Life Sciences Building, McMaster University, Hamilton, Ontario L8S 4K1
Telephone (905) 525-9140 Ext. 27405 Fax (905) 522-6066

EDUCATIONAL PROGRAMS

Classroom Botanical Nursery Program

Participate in the Restoration of the Harbour Watershed!

The Classroom Botanical Nursery Program (CBNP) has been set up to provide stock plants for restoration work in the Hamilton Harbour watershed. In the first year 55 schools participated and in the second 65. Thousands of aquatic plants and prairie plants have been grown for restoration projects around the bay. Growing plants locally for these projects both reduces the costs of this restoration work and improves its chances of success by using local genetic stock. Instruction manuals, planting kits and seeds are provided to participating schools through workshops held in February. The planting takes place after March break. A slide presentation on local wetlands is available and some students may be able to participate in transplanting seedlings the next fall. Several species of plants are included in each kit and there are excellent possibilities for developing the most successful growing methods. Note: the emerging seedlings need plenty of light!

Volunteer Environmental Monitoring

Citizens Paying Attention to Stream Water Quality

BARC is an active member and supporter of WATER (Watershed Action Towards Environmental Responsibility), an organization which develops community-based monitoring of the health of local ponds, creeks and streams. This program offers everything from making general observations of conditions along your neighbourhood stream, to mapping outflow pipes feeding into it, to monitoring the health of benthic macroinvertebrates (small aquatic insects, etc.), to learning basic laboratory skills required to assess stream water quality. WATER stresses partnerships between high schools and the communities and teaches participants to not only conduct tests but also do the analysis of samples. By involving high schools and community volunteers, it helps to fill the large gap between the environmental monitoring that should go on, and what governments can afford to conduct. Examinations of Hamilton area creeks in the first year of the program by teams of high school students alerted local communities and government agencies to serious bacterial contamination problems, and led to remedial actions.

What is the Bay Area Restoration Council (BARC)

BARC is an incorporated non-profit organization established in 1991 as the successor to the stakeholders group of the Hamilton Harbour Remedial Action Plan (RAP). It is composed of both private citizens and representatives of about 40 organizations. Its mandate is to promote, monitor and assess the implementation of the Hamilton Harbour RAP and to ensure protection and appreciation of the ecosystem of the harbour watershed. It promotes and develops public information and education programs to heighten public awareness, and provide advice to relevant government bodies in support of environmental protection and restoration efforts in the watershed. BARC coordinates its activities with other organizations, societies and individuals with complementary objects. It is also a registered charity and is able to receive gifts, donations and legacies and to use such monies to further its objectives.

The Yellow Fish Road Program

Help in the Clean-up of the Hamilton Harbour Watershed!

School groups, youth organizations and other volunteers can literally paint the town - and make a serious contribution to reducing the flow of hazardous wastes into local creeks, the harbour and the lake. Using kits and materials provided by BARC, volunteers paint a yellow fish symbol beside storm drains and distribute a door hanger to local house holders to encourage them to dispose of household hazardous waste products in an environmentally sound way. The kits include safety vests and pylons to ensure high visibility on the street, as well as curriculum material, instruction guides and the literature being distributed. Developed by the federal Department of Fisheries and Oceans and Trout Unlimited, this program is supported and approved by all local municipal governments in the area. Over 3000 students and community volunteers in 130 different groups participated in the first two years of the program. BARC follows up the program with a slide presentation. Teachers' and leaders' comments included: "A fantastic program. ... A super environmental task. ... The students thoroughly enjoyed this activity and found it very relevant. ... Easy to do. Equipment provided was excellent. ... Tied in nicely with the community/environment aspect of the language arts program." The program is ongoing and available in September, October, May and June.

Art in The Valley

A Celebration of Art and the Watershed

This is the first year this program is being offered. The hope is to have students explore a natural area near their school, identify with it, then create a piece of art. It could be an individual or a group effort. Any media is welcome. The artwork will be displayed (non-juried) in a festive atmosphere, during the weekend of June 25, 1996 (tentative). This year, the focus location is the Red Hill Valley. There are about 25 schools within the Red Hill Creek watershed! Anyone interested in the organization of this event is welcome to join the committee. New members are always welcome!

Nature Walkathon for the Environment

Raise Funds for your School Environmental Projects!

If you're not quite comfortable with sending your students out selling chocolates or trinkets that end up in the landfill, this is a fundraiser with a difference - a healthy activity for a healthier environment. Entire families participate in this pleasant walk through local natural areas on a Saturday morning in June, covering from 10 to 20 km, according to their choice. Half of the pledge monies they collect go back to the organization their choice (your school!) to help pay for an environmental project. The rest goes to a major community effort. To date, Project Paradise, the Rail-Trail, the Bruce Trail and a Hamilton Harbour restoration project have been the focus projects. Over \$150,000 has been raised in the first five years of the walkathon. This is an ideal project for a school environmental club, parent association, classroom or the entire school. In 1994, Greensville Public School held their own walkathon during school hours and raised nearly \$6,000 - half went towards public acquisition of Niagara Escarpment Lands and the other half went to the school for its own environmental projects. Pledge forms and posters are available in March. Call the BARC office to find out when the 1996 walk is scheduled. BARC is one of many sponsors of the Nature Walkathon which was originally established by the Hamilton Naturalists' Club.

"Saturday, June 8, 1996"

**For information about these programs, call
BARC at (905) 525-9140 ext. 27405**

ART IN THE WATERSHED

Report to the Education Committee of BARC, March 4, 1996

Art in the Watershed is a new BARC educational programme designed to increase awareness about the remediation of the Hamilton Harbour Watershed, among students and the community at large. Focusing on part of the watershed (one stream) at a time, it will encourage and facilitate the production of visual art that illustrates and can be used to promote the use, protection and enhancement of that part of the harbour watershed, as well as its links to the RAP.

How Does It Work?

To involve the students, the programme offers three types of direct assistance to schools:

1. It provides banner material and paints at no charge to participating classrooms. Each classroom is encouraged to produce two banners; one representing the class or school as a whole, and one suitably divided to present a composite of the work of individual students. The theme of the artwork is the focus stream and its connection to the harbour, and may include wildlife, native or pioneer history, environmental issues, maps, and community connections to the watershed.
2. It provides a 15-20 minute audio-visual presentation on the focus stream, its features and its links to the Harbour Remedial Action Plan. This is designed to provide ideas, and encourage participation in the banner production and exhibition.
3. It provides a 45-60 minute guided walk in one of the natural portions of the stream's watershed. This is also intended to provide ideas for the artistic works.

The completed banners will be used in the following manner:

1. They will be fitted with grommets and hung in an outdoor exhibition near the focus stream, that is open to the public for a weekend in late June. Additional activities such as guided walks, troubadours, and public participation in creating additional artwork may also be included in this weekend community festival.
2. The banners will subsequently be hung at other community events, such as Aquafest, Festival of Friends, It's Your Day, Earthsong, etc. to further increase community awareness about the focus stream and the harbour watershed in general.
3. Efforts will be made to arrange for use of the banners during the fall and winter months in travelling exhibitions at participating schools.

Partners in Art in the Watershed

The BARC Education Committee is the lead partner in this project. The first focus stream will be the Redhill Creek and consequently, the **Red Hill Valley Revitalization Project** of the Hamilton Region Conservation Authority will be our main partner. The Project has agreed to provide up to \$1500.00 in funding. Our project will assist in the popularization of the new trails in the valley constructed by the HRCA and thus also help to promote the access objectives of the RAP. The idea for the project originated with **On the Edge**, a local artists' group focused on protecting the environment and natural areas. In 1993, they held an unjuried art show on the theme of art and the environment. Over 400 students made submissions through their classrooms to the exhibition, which was held at the Carnegie Gallery and also included works by **On the Edge** artists and other members of the community. **On the Edge** has agreed to be a partner in the first year of **Art in the Watershed**. It will help in the design of the programme and in the encouragement of local artists to assist. The **Hamilton and Region Arts Council** and the **Art Gallery of Hamilton** have also agreed to assist in the promotion of the programme. Endorsements are also expected from **Hamilton Artists Inc.** and the **Hamilton Naturalists' Club**. Funding applications for up to \$1500 are being made to up to three branches of the **Friends of the Environment Foundation of Canada Trust**. The programme has been publicized by **Green Ventures**, and **Stella Gibson** of the **Hamilton Board of Education** has agreed to assist in identifying potential participant teachers and schools. Local art supplies stores may also be approached for in-kind and other support of the project.

Participants in the Project

A sub-committee of the BARC education committee has held three meetings and attracted at least eight active members including the proposed project coordinator, John Hannah; Susan Barreca, a member of the Revitalization Project committee; Gillian Quick, Gord Puller, Cathy Gibbon and Betty Halliwell of On the Edge; Claire Loughheed of the Hamilton Art Gallery; Cheryl Lousley, a McMaster student in the Arts and Science programme and a representative on the committee of Ecomusee; Gayle Hutchings, a local artist and member of the Hamilton Naturalists' Club; and Don McLean.

Proposed Schedule of Events in 1996

Approaches to the schools will begin on March 18, the first day back after March break. At least forty schools in the watershed of Redhill Creek will be directly approached, while an invitation to participate will also be distributed to other schools in the region. Arrangements have been made to obtain banner material and paints. The suggested deadline for submissions of banners is May 31, 1996. Some of the banners will be erected on June 8 in Red Hill Valley along the route of the 1996 Nature Walkathon. The main exhibition weekend will be June 22-23, with the banners hung along the new multi-use valley trail between Rosedale Arena and King Street. The minimum programme will include an opportunity to produce additional artwork, guided walks along the valley, and a display of submitted banners along the trail. Efforts will be made to expand this programme to include a formal opening ceremony (with invitations to local educational and political representatives), and outdoor musical events. Following the weekend exhibition, we hope to arrange the display of banners at summer festivals and in other public locations in the Hamilton-Wentworth and Halton areas. A new focus stream will be selected in the fall of 1996 for attention in year two of Art in the Watershed in 1997.

Progress So Far

A draft poster has been prepared, along with sketches picturing the planned exhibition. A draft application for funding to Canada Trust has also been prepared. All material costs have been determined (\$1325.00) and a commitment has been received from HRCA representatives to meet these costs. Extensive contacts have been made with people in the artistic and education communities including former and current art teachers and consultants at some of the boards of education. Work is also underway to prepare the slide presentation. Permission to use the valley parklands is being arranged by Bruce Duncan of the Revitalization project. He is also investigating reserving Rosedale Arena for indoor displays during the exhibition.

Implementation of the Programme

We are proposing to hire John Hannah on a part-time basis for up to four months to carry out the school contact work, make the slide presentations, provide the guided walks, and act as the Project Coordinator. Proposed salary is \$10 per hour for up to 100 hours. Extension of his contract beyond 50 hours would be dependent upon the receipt of funding beyond that already promised by the HRCA. John would be assisted on a volunteer basis by other members of the Art in the Watershed subcommittee.

Other Issues

The program presented above is a modification of the original unjuried art show idea. Concerns developed about potential liability issues associated with holding an exhibition of individual works of art, and we were also uncertain of being able to obtain a suitable indoor facility adjacent to the stream that could be used for this exhibition. We are continuing to investigate this aspect and may consider re-incorporating it. Environment Canada has launched a somewhat similar programme called "Great Art for Great Lakes" which hopes to stage exhibitions during Environment Week (June 1-9). We can promote this avenue for individual submissions, and will attempt to work with Environment Canada. The Walkathon display on June 8th will fit nicely into these plans. We will also look for opportunities to use the banners in activities linked to Hamilton's Sesquicentennial Celebrations in 1996.

6th Annual Nature Walkathon for the Environment

starts at Mohawk Sports Park, Hamilton
(corner of Upper Kenilworth and Limeridge Road)

10 km. Route

Follows parts of the Bruce Trail and other formal paths in
King's Forest and Red Hill Valley.

Shuttle Bus Service provided at intervals along the route.

The route begins and ends at the Mohawk Sports Complex
Served by HSR (Limeridge) parking also available.

Raising Money for Your Environmental Project

If you indicate on the front of the pledge form that you are walking on behalf of a particular registered organization, then half of the proceeds will be returned to that organization for use in an environmental project approved by the Nature Walkathon for the Environment Committee. The other half of the proceeds will go towards the focus project indicated by you on the front of the pledge form.

Gifts & Draw Prizes for Walkers who raise over \$100

Tax Receipts

Tax receipts will be issued for all donations of \$15 or more, if requested. Please ensure that the name and FULL mailing address of those wishing tax receipts is legible on the pledge form or provide a separate listing.

Handing in your pledge money

1. Completed pledge forms and the money collected may be turned in on the day of the Walkathon or...
2. The pledge form and cheques can be mailed to the Nature Walkathon for the Environment Committee: c/o Bay Area Restoration Council, Room B130F, Life Sciences Bldg., McMaster University, Hamilton, Ontario L8S 4K1
3. Cheques should be made out to the "Nature Walkathon for the Environment".

Further information is available by calling

(905) 525-9140, ext. 27405

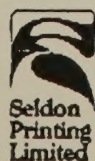
or by writing to the Walkathon Committee at the above address.

Sponsoring Organizations

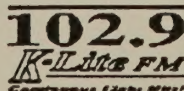
Hamilton Naturalists' Club ♦ Ancaster Conserver Society
Bay Area Restoration Council ♦ The Bruce Trail Association
Dundas Conserver Society ♦ Iroquoia Bruce Trail Club
Flamborough Conserver Society ♦ Friends of Red Hill Valley
Greensville Against Serious Pollution
Hamilton Board of Education
Conserver Society of Hamilton and District
Hamilton Region Conservation Authority
Royal Botanical Gardens ♦ St. Peter's Hospital

Financial assistance for the Nature Walkathon has been provided
by Canada Trust Friends of the Environment Foundations

The Walkathon is
generously supported by



and



Focus Projects for the 1996 Nature Walkathon for the Environment

1. BRUCE TRAIL ASSOCIATION NIAGARA ESCARPMENT LAND ACQUISITION PROGRAM

There are four active negotiations for Bruce Trail Association lands in Dundas, Waterdown and North Burlington areas. The BTA is currently in the process of receiving two donations of land in Grimsby and the Dundas Valley. The proceeds of the Nature Walkathon will help pay for the surveys, appraisals, and legal work necessary to receive these donations of properties. The future of the Bruce Trail will be ensured and enhanced through continued donations and purchases.

2. HAMILTON REGION CONSERVATION AUTHORITY'S RAIL TRAIL DEVELOPMENT PROJECT

In late 1995 agreement was reached between CN Rail and the HRCA to sell/acquire a 15 km abandoned railway corridor between Stone Church Rd. in East Hamilton and Caledonia. The corridor is generally referred to as the Rymal Spur. To the north, this corridor connects to a new trail currently being developed in the Red Hill Valley which, in turn, connects with the Lake Ontario Waterfront Trail. At its southerly point, i.e. Caledonia, the corridor intersects another railway corridor which is now being considered for public acquisition. Walkathon funds will be used to support the purchase of this critical hiking/biking link between Lake Ontario and Lake Erie.

3. ROYAL BOTANICAL GARDENS PROJECT PARADISE

Project Paradise is the fundraising campaign that supports the restoration of Cootes Paradise. This recovery project is the largest of its kind in North America and an important part of the Hamilton Harbour Remedial Action Plan. The benefits of a restored marsh go beyond providing a home for countless animals and plants. There are health and economic advantages of a working marsh that will impact our local communities. You can help make the dream of Paradise restored by participating in the 6th Annual Walkathon for the Environment.

4. HAMILTON BOARD OF EDUCATION'S RED HILL VALLEY OUTDOOR/ENVIRONMENTAL CENTRE

Presently, the Hamilton Board of Education provides one site for Outdoor/Environmental Education experiences for its students. This site is at Crook's Hollow, in the west end of the Board's boundaries. Currently, all students who access this Learning Centre use transportation which is subsidized by the Board. The intent is to establish a second Learning Centre in the Red Hill Valley area. At the present time there is support for this concept in regard to housing it within Board owned property; however there is also a need to secure funds to provide materials, equipment and to hire an on-site administrator. It is the hope of the Board that the Nature Walkathon can raise funds in two ways; to support individual school environmental initiatives and to support the establishment of the Red Hill Valley Centre.

5. BAY AREA RESTORATION COUNCIL'S HAMILTON HARBOUR WATERSHED STEWARDSHIP PROJECT

The Hamilton Harbour Watershed Stewardship Project is actively involved in the protection and rehabilitation of natural areas and streams. Our activities extend from the headwaters of Spencer Creek in Puslinch Township, continuing along the Spencer and Grindstone Creeks in Flamborough and Halton right down to the Harbour. Through exchanging information and assisting with the efforts of private landowners, benefits are enhanced wildlife habitat, improved water quality and a healthier watershed for all. Funds raised from the walkathon will go towards restoration activities and the transportation of school and other volunteer organizations who assist in this work.

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Date: 1994 06 06

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Textbook and Learning Material Approval as per Circular 14

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary and secondary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary and secondary schools.

RECOMMENDATIONS

That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code

Explanation

- | | |
|---|--|
| 1 | Ministry's Circular 14 approval or Ministerial Letter of Approval. |
| 2 | Approval under provision "3B" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Française, Literature in Modern Languages, The Classics. |
| 3 | Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers. |
| 8 | Class-set approval. |
| 9 | Reference book approval (2-10 copies only) including teachers' editions. |

1. The first part of the report is a summary of the work done during the year.

2. The second part is a detailed account of the work done during the year.

3. The third part is a summary of the work done during the year.

4. The fourth part is a summary of the work done during the year.

5. The fifth part is a summary of the work done during the year.

The first part of the report is a summary of the work done during the year.

The second part is a detailed account of the work done during the year.

6. The sixth part is a summary of the work done during the year.

The third part is a summary of the work done during the year.

The fourth part is a summary of the work done during the year.

7. The seventh part is a summary of the work done during the year.

The fifth part is a summary of the work done during the year.

8. The eighth part is a summary of the work done during the year.

The sixth part is a summary of the work done during the year.

9. The ninth part is a summary of the work done during the year.

The seventh part is a summary of the work done during the year.

The eighth part is a summary of the work done during the year.

The ninth part is a summary of the work done during the year.

10. The tenth part is a summary of the work done during the year.

The eleventh part is a summary of the work done during the year.

11. The eleventh part is a summary of the work done during the year.

The twelfth part is a summary of the work done during the year.

APR 19, 1996

TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST

PAGE 1

T E X T T I T L E	P U B L I S H E R	M A T E R I A L T Y P E	A P P R C O D E	E D I T I O N	O R I G I N A L P U B L I S H E R	O R D E R P R I C E	T E X T N U M B E R
005 PRIMARY							
BALLOON TREE, THE	SCHOLASTIC CANADA LT	BOOK	3		SCM 1995	3.99	19893
LITERACY 2000 STAGE 7 & 8 TRADITIONAL TALES	GINN	SMALL BKS	3		GIN 1992	31.00 PK	19513
LITERACY 2000 STAGE 8 THE MUSICIANS OF BREMAN	GINN	PKG OF 4	3		GIN 1992	27.00 PK	19877
LITERACY 2000 STAGE 8 THE MUSICIANS OF BREMEN	GINN	BIG BOOK	3		GIN 1992	45.00	19596
LITERACY 2000 STAGE 8 WHY FLIES BUZZ	GINN	BIG BK	3		GIN 1992	42.00	19521
LITERACY 2000 STAGE 8 WHY FLIES BUZZ	GINN	PKG OF 4	3		GIN 1992	26.00 PK	19539
MUSICANADA I	HARCOURT BRACE & CO.	BIG BOOK	3		HBJ 1995	187.10	19463
SUNSHINE SERIES EARLY EMERGENT LEVEL 1	GINN	SET 3	3		GIN 1992	25.00 ST	19398
SUNSHINE SERIES EARLY EMERGENT LEVEL 1	GINN	SET 4	3		GIN 1992	25.00 ST	19406
SUNSHINE SERIES EARLY EMERGENT LEVEL 1	GINN	SET 2	3		GIN 1992	25.00 ST	19380
050 LANGUAGE: CORE PROGRAM							
VISAGES PLUS	ADDISON WESLEY CANAD	ACT BK	3		AD 1995	4.65	18630
VISAGES 1	ADDISON WESLEY CANAD	ST MAG	3		ADD 1995	18.12	18499
VISAGES 1	ADDISON WESLEY CANAD	FLASH CARD	3		ADD 1995	107.00 ST	18580
VISAGES 1	ADDISON WESLEY CANAD	ST MAG	3		ADD 1995	18.12	18499

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TEXTBOOK PROGRAM - SECONDARY SCHOOLS

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T E X T T I T L E

P U B L I S H E R

M A T E R I A L

A P P R

E D I T I O N

O R I G I N A L

O R D E R

T E X T

N U M B E R

001 VISUAL ARTS

ART AND IDEAS

HARCOURT BRACE & CO.

9 8TH

52.00

08839

ART:THE WAY IT IS

PRENTICE-HALL CANADA

8 4TH

50.00

19950

002 BUSINESS STUDIES

PRINCIPALS OF ACCOUNTING

COPP CLARK LONGMAN

8 2ND

46.00

18754

PRINCIPALS OF ACCOUNTING

COPP CLARK LONGMAN

3 2ND

14.60

18762

010 ENGLISH LANGUAGE AND LITERATURE

NEW OXFORD BOOK OF CANADIAN SHORT STORIES IN ENGL

OXFORD UNIVERSITY PR

2

21.00

13730

OUR LITERARY HERITAGE

MCGRAW-HILL RYERSON

3 2ND

43.95

18911

PEARL, THE

NATIONAL BOOK

2

3.99

19919

75 READINGS:AN ANTHOLOGY

MCGRAW-HILL RYERSON

9 4TH

25.00

19240

75 READINGS:AN ANTHOLOGY

MCGRAW-HILL RYERSON

3 4TH

12.00

19034

030 HISTORY

CANADA TODAY

PRENTICE-HALL CANADA

8

39.95

20248

CIVILIZATIONS IN HISTORY

OXFORD UNIVERSITY PR

2

32.00

41202

ECONOMIC ANALYSIS AND CANADIAN POLICY

GEORGETOWN WAREHOUSE

3 7TH

37.00

37291

SPOTLIGHT CANADA

OXFORD UNIVERSITY PR

8 3RD

36.00

20040

WORLD HISTORY:PATTERNS OF CIVILIZATION

PRENTICE-HALL CANADA

8

38.65

19505

045 FAMILY STUDIES

FAMILIES IN CANADIAN SOCIETY

MCGRAW-HILL RYERSON

8

28.00

19935

ILLUSTRATED PHYSIOLOGY

COPP CLARK LONGMAN

3

41.95

18648

SENIOR PHYSICAL EDUCATION

COGHILL PUBLISHING

3

40.00

18671

WINNERS AND LOSERS

THOMPSON EDUCATIONAL

3

29.95

20073

WINNERS AND LOSERS SPORTS/PHYSICAL ACTIVITY

THOMPSON EDUCATIONAL

3

34.95

18663

090 TECHNOLOGICAL STUDIES

ARCHITECTURAL GRAPHIC STANDARDS

JOHN WILEY & SONS CA

3 8TH

96.95

28241

T E X T T I T L E	P U B L I S H E R	M A T E R I A L T Y P E	A P P R C O D E	E D I T I O N	O R I G I N A L P U B L I S H E R	O R D E R P R I C E	T E X T N U M B E R
090 TECHNOLOGICAL STUDIES							
COMMUNICATION TECHNOLOGY: TODAY & TOMORROW	MCGRAW-HILL RYERSON	TEXT	1		MHR 1991	49.00	18846
MANUFACTURING TECHNOLOGY: DIRECTIONS FOR THE FUTUR	MCGRAW-HILL RYERSON	TEXT	1		MHR 1991	14.00	18770
MODERN WOODWORKING	GENERAL PUBLISHING C	TEXT	8		GNP 1996	63.00	01206
110 ENGLISH-LANGUAGE AND LITERATURE							
PICMAN'S LEGACY, THE	DOUBLEDAY CANADA LTD	TEXT	3		DOU	3.99	20982
115 FRANCAIS-LANGUE ET LITTERATURE							
BONHEUR D'OCCASION	THE FRENCH BOOKSTORE	TEXT	3		FBS 1993	12.95	20818
BOUSILLE ET LES JUSTES	THE FRENCH BOOKSTORE	TEXT	3		FBS 1994	9.95	20834
CYRANO DE BERGERAC	THE FRENCH BOOKSTORE	TEXT	3		FBS 1990	10.00	20933
DAMES AUX CAMELIAS, LA	THE FRENCH BOOKSTORE	TEXT	3		FBS 1974	10.00	20927
LES BELLES-SOEURS	THE FRENCH BOOKSTORE	TEXT	3		FBS 1972	14.95	20800
LES CHEMINS SECRETS DE LA LIBERTE	THE FRENCH BOOKSTORE	TEXT	3		FBS 1982	19.95	20792
MARIA CHAPDELAIN	THE FRENCH BOOKSTORE	TEXT	3		FBS 1994	8.95	20925
PEAU DE L'AUTRE, LA	LIBRAIRIE LE FURETEU	TEXT	3		FUR 1989	10.00	20784
UNE SAISON DANS LA VIE D'EMMANUEL	THE FRENCH BOOKSTORE	TEXT	3		FBS 1991	9.95	20909
ZONE	THE FRENCH BOOKSTORE	TEXT	3		FBS 1968	12.95	20891
120 GEOGRAPHIE							
L'ENSEMBLE CANADIEN	GUERIN EDITION LTEE	TEXT	8		GUE 1994	31.87	20735
130 HISTOIRE							
PROFIL DU XX SIECLE	GUERIN EDITION LTEE	TEXT	8		GUE 1994	29.58	20545
160 MATHEMATIQUE							
MATHEMATIQUES EN DIRECT 9	EDITIONS DE LA CHENE	TEXT	8		CHE 1993	37.95	20370
170 EDUCATION PHYSIQUE/HYGIENE							
SANTE EN TETE 2	EDITIONS DE LA CHENE	TEXT	3		CHE 1993	19.95	20271

APR 19, 1996

TEXTBOOK PROGRAM - SECONDARY SCHOOLS
BOARD RATIFICATION LIST

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T E X T T I T L E	180 SCIENCES	P U B L I S H E R	M A T E R I A L T Y P E	A P P R C O D E	E D I T I O N	O R I G I N A L P U B L I S H E R	O R D E R P R I C E	T E X T N U M B E R
BIOLOGIE APPLIQUEE		GUERIN EDITEUR LTEE	TEXT	8		GUE 1993	29.15	20503
BIOLOGIE EVOLUTION, DIVERSITE ET ENVIRONNEMENT		LIDEC INC	TEXT	8		LIO 1987	54.95	20537
ELEMENTS DE PHYSIQUE, COURS D'INTRODUCTION		EDITIONS DE LA CHENE	TEXT	8		CHE 1992	49.95	20313

Date: 1996-06-06
 To: Chairman and Members of the Program Committee
 From: E. G. Bond, Superintendent of Program
 Re: System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition), 1995-96
 Report: Information

BACKGROUND

The **purpose** of system-wide student assessment is to provide information which is useful in **planning** for students, schools and the system. Assessment results and contexts are also used for **communication** to parents and the community, according to Board policy (Appendix II). This report presents system (Appendix IV) and school (Appendix V) results for this year's grade 3 and 6 students on the *Canadian Achievement Tests* (2nd edition, 1992), and summaries of progress and plans. Since students were tested in the fall, **grade 3 and 6 students' results reflect their progress to the end of grades 2 and 5 respectively.**

The CAT/2 is a standardized, multiple-choice achievement test which **assesses some aspects of students' language and mathematics skills in the English language, at a particular point in time** (Appendix I). The CAT/2 assesses portions, but not all of our language and mathematics curricula, and includes some items not contained in our curricula. Results of the CAT/2 should be considered **in conjunction with a variety of types of assessment information** (e.g., in addition to multiple choice testing) collected over time, to provide a well-rounded view of student, school or system progress.

For reliability and usefulness, stanine scores are used to interpret and communicate student, school and system results.

Stanines

1	2	3	4	5	6	7	8	9
Below Grade Level			At Grade Level			Above Grade Level		

The **validity** of assessment results depends upon appropriate selection of a test and use of the results, with reference to the purposes of testing. The Canadian Test Centre notes that "[I]f students are to benefit from writing standardized tests, individual student data are of greatest importance ." (Appendix III). School results are useful in school contexts for planning and communication. By themselves, however, **school results are not a valid measure of school effectiveness** and cannot be compared out of context year-to-year or school-to-school for the following reasons: School reports based on fewer than 50 students are particularly likely to have chance fluctuations in overall results (Appendix III); **57 of the 90 school reports attached (63%) are subject to this limitation on use of results due to small numbers of students.**

Also, schools do not control factors such as size of English as Second Language, Exceptional, and Compensatory Education student populations, transience of students, or pre-existing differences among age cohorts, all of which are factors contributing to school results. In addition, schools which may be most effective in improving their students' skills may or may not be those with high overall results on the CAT/2. **System (Appendix IV) and School (Appendix V) results are accurately represented, interpreted and communicated in the contexts provided in the reports.**

This year the design and preparation of these reports was carried out by the CAT/2 Communication and Planning Team, consisting of Connie Kidd and Bob Chapman (Assessment, Evaluation and Reporting), Doug Dunford (Literacy Team), George Knill (Numeracy Team), Phil Morgan (Mountain Principals), and Brian Snell (Lower City Principals).

ISSUE

To communicate to trustees *System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition), 1995-96*, in accordance with Board policy and procedures.

RECOMMENDATION

That the *System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition), 1995-96* be received for information.

RATIONALE

The system and school reports provide valuable information for use of school communities (teachers, administrators, parents, students, community partners) in improving programs for students, and are accurately represented, interpreted and communicated in the contexts provided in the system and school reports.

APPENDICES

- I Use of the Canadian Achievement Tests
- II Communication of Provincial and System-wide Assessment Results
- III Is It Valid to Compare Schools on the Basis of Standardized Test Results?
- IV System Reports: Grade 3, Grade 6
- V School Reports

PROGRAM DEPARTMENT

USE OF THE CANADIAN ACHIEVEMENT TESTS

WHAT DOES THE CAT/2 TEST?

The Canadian Achievement Tests are given each year to all Grade 3 and Grade 6 students in Hamilton public schools to assess students' basic academic skills in the following areas:

WORD ANALYSIS (GRADE 3 ONLY)

- Recognizing **sounds in words** (ie. phonics) and **different kinds of words** (eg., root words, compound words, contractions)

VOCABULARY

- **Reading** words and sentences to answer questions about the **meaning of words** (e.g., synonyms, antonyms).

COMPREHENSION

- **Reading** passages and answering questions about **facts, main ideas**, etc.

SPELLING

- **Proofreading** for correct spelling.

STUDY SKILLS (GRADE 6 ONLY)

- **Answering questions about finding and using information** from dictionaries, maps, graphs, charts, diagrams, library card catalogues, etc.

LANGUAGE MECHANICS

- Proofreading for correct use of **capitals** and **punctuation** (editing skills).

LANGUAGE EXPRESSION

- **Reading** sentences and answering questions about correct **grammar**.

MATHEMATICS CONCEPTS AND APPLICATIONS

- Using math operations in **number sentences, geometry, measurement, graphs, problem solving**, etc.

MATHEMATICS COMPUTATION

- Choosing correct answers to **addition, subtraction, multiplication** and **division** questions; includes fractions and decimals at Grade 6 level.

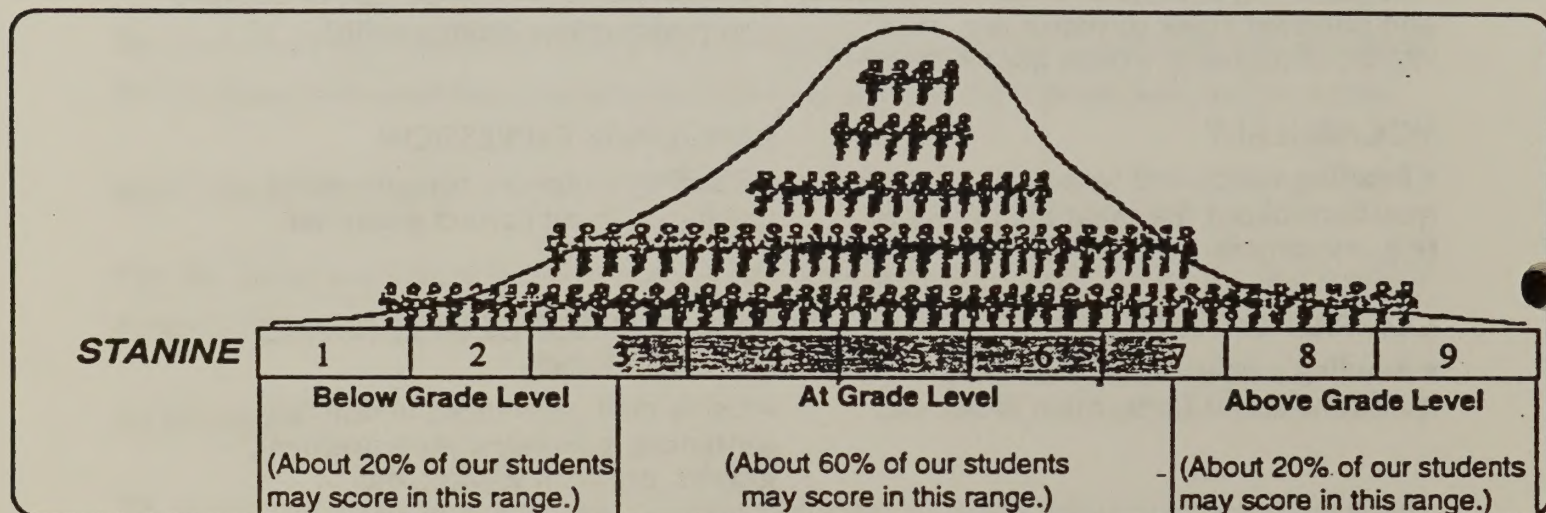
The C.A.T./2 is limited to skills that can be assessed via multiple choice answers, but provides a good estimate of these skills in most cases.

WHAT DO THE C.A.T. SCORES MEAN?

Some students do better on tests than in class while for other students, the opposite may be true. A complete picture of a student's progress in learning includes a variety of information such as

- teacher observation and assessment
- student self-evaluation, work samples, test results
- parent observation and information.

On some days students are more alert, more interested, more energetic than on other days (Just like adults!). However, **when interpreted correctly the test scores allow room for those normal day-to-day ups and downs.** The correct way to interpret the test scores is to use the **Local Stanine** score (LS), the "bottom line" on the test record. The Local Stanine tells you whether the student's performance on the academic skills tested falls Below Grade Level, At Grade Level, or Above Grade Level, compared to all Hamilton students in that grade this year. The National Stanine gives the same information, compared to a representative sample of Canadian students tested in 1992.



Students whose scores indicate weaknesses in one or more areas are observed closely to identify programming needs. Students whose scores indicate that they have clear mastery of basic skills at this grade level may be observed for enrichment programming needs. In both cases, discussion at a school Diagnostic and Resource Team (D.A.R.T.) may occur. Special attention is also paid to students in French Immersion who show strengths and weaknesses in their test scores, and to students for whom English is a second language.

This interpretation guide is intended to assist parents and teachers in discussing C.A.T./2 scores in relation to classroom performance. Please contact me if further assistance is required, or if you would like to comment on this topic. Your feedback is welcome.

Connie Kidd, Program Research Analyst
 Program Department
 Hamilton Board of Education
 527-5092, Ext. 2355
 Profs: CKIDD

COMMUNICATION OF PROVINCIAL AND SYSTEM-WIDE ASSESSMENT RESULTS

A POLICY STATEMENT

It is the policy of the Board of Education for the City of Hamilton to communicate the results of Provincial and System-wide assessments to students, parents and the community through a systematic procedure at the system and school levels. This procedure is founded on the understanding that the primary purpose of assessment is based on the improvement of student learning and that the communication of assessment results is to provide accurate and informative representation of the purpose, procedures and contexts of the assessments and the action plans for addressing the results

B ADMINISTRATIVE DETAIL

1. The Superintendent of Program shall be responsible for:

- a) developing a System Summary Report that includes:
 - a summary of school by school reports
 - the purpose, method and timelines of the assessment
 - comparative data provincially and nationally, if the information is available
 - other similar assessments that have been or will be administered during the course of the school year or in the following school year.
 - conclusions and recommendations from the report
 - a summary of action steps that will be taken to address the results
 - school by school reports completed and submitted on the School Results Reporting Format (Appendix D) by the principal of each school participating in the assessment as an attachment to the Summary Report
 - a timeline for the development of a System Progress Report to the Program Committee.
- b) presenting the Summary Report to the Program Committee
- c) working with the Public Relations Officer to design a format based on the Summary Report that is appropriate for communication to staff, parents and the community
- d) developing an overall System Progress Report which will be generated using the highlights from the school reports. The System Progress Report will be presented to the Program Committee for information. The System Progress Report will be released to the system and the community following the presentation to the Program Committee.

2. The Principal of the School participating in the assessment, under the supervision of the Superintendent of Schools and as part of the school planning, shall be responsible for:

- a) completing the School Results Reporting Format (Appendix D) and submitting to the appropriate Superintendent of Schools and to The Superintendent of Program.
- b) developing and implementing a two-way communication procedure for sharing of school results and the school action plan with students, parents and other members of the school community following the release of the System Summary Report. The communication procedure includes:
 - providing written information about the results and the specific actions that have been planned by staff to address the results
 - inviting staff, students, parents and community to a meeting to review the results and the action plan. The purpose of this meeting is to identify ways in which staff, students parents and community, volunteers, business partners, etc. can be involved in addressing the actions to improve student achievement. The emphasis for these meetings will be on collaboration, the sharing of information and ideas and on shared responsibility.
- c) providing a concise Progress Report to students, parents and the community which addresses the critical aspects of the school action plan and progress towards reaching expected outcomes. This report will be circulated through such methods as parent meetings, open houses, interviews, report cards or school newsletters.

Is It Valid to Compare Schools on the Basis of Standardized Test Results?

Ernest W. Cheng, Ed.D.— CTC/Canadian Test Centre

CAT/2 is a norm-referenced test that can be used to situate examinees along a continuum based on their performance on the test. Because CAT/2 is norm-referenced, some people assume that the results for groups of students, such as classes or schools, can also be placed on a continuum for the purpose of comparison. This brief paper will clarify the position of the Canadian Test Centre that school or class comparisons on the basis of standardized test results should be discouraged because of the potential abuse of the data. The potential abuse of the data exists for at least four reasons:

1. Many factors outside the control of the school, such as student aptitude and socioeconomic characteristics, have important effects on the outcomes of schooling, and test results will reflect these differences.
2. School enrollments, particularly at the elementary level, can be as low as 10 or 15 students per grade which may render school averages unreliable. Excluding any child from testing may bias the school or class average.
3. When rank ordering schools or classes, typically the focus is on the *average* (or mean) for a group and not the *dispersion* of test results within a school or a class. Comparing group averages without taking into account the dispersion of scores can be misleading. Furthermore, it can be argued that with respect to basic skills, the number of students with extreme scores should be more important to the teacher than the average score.
4. One particular form of comparison, the ranking of schools — has an added disadvantage inherent with the use of an ordinal scale. For scores around the mean, a small change in value may result in a fairly noticeable change in ranking. Conversely, observations at the extreme ends of the distribution — groups with very high or very low scores — can experience a similar amount of change without a corresponding change in ranking.

A more sophisticated practice is to determine if the performance of a group is statistically higher or lower than, or the same as, the performance of a district. Typically, the dispersion of test results for the district and the number of students represented by the group are taken into consideration. While this practice is superior to the ranking of group means, it is still important to remember that there remain many important school outcomes such as listening, speaking, writing, aptitude, interests, which are not measured by standardized tests like CAT/2.

It is our position that instead of comparing results *between* schools, a more valid practice is to compare results of the same school over time, provided that enrollments are sufficiently large (over 50 per grade) and that school characteristics remain stable over time.

It is also important to remember that if students are to benefit from writing standardized tests, individual student data are of greatest importance. Summary statistics that direct attention to the needs of individuals such as the percentage of students with low scores by instructional objective, are educationally more meaningful than statistics that will reduce the performance of individual students to an average score such as a mean percentile rank score or a mean grade equivalent.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

SYSTEM REPORT

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of grade 3 students completing entire test:
2620	210	111	2322 (88%)

General Comments on Students and the Testing Process

In past years, principals and teachers made the judgement as to a student's eligibility for testing, based on CTC guidelines. This year, in response to principals' requests, a consistent cutoff score on the Practice Test was established by the Canadian Test Centre to determine which students could be validly tested on Level 12 of the CAT/2. Inservice was provided on administration and interpretation of students' tests, and on preparation of system and school reports.

System Interpretation of CAT/2 Results in Context

Use of the Practice Test cutoff procedure resulted in 8% of grade 3 students being deemed ineligible for testing, 3% more than last year. Thus, 3% of the improvements reported below may be accounted for by the additional students ineligible for testing.

86% of grade 3 students tested scored At and Above grade level on the CAT/2 Total Score. This represents a 9% increase over last year.

84% of grade 3 students tested scored At and Above grade level on the Reading section of the CAT/2, an 8% increase over last year.

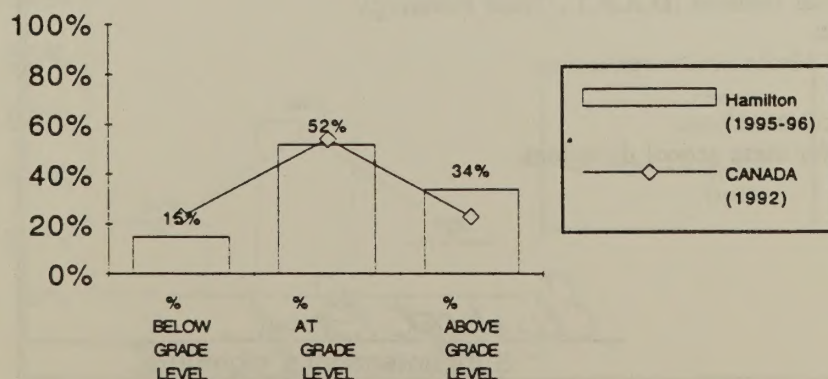
88% of grade 3 students tested scored At and Above grade level on the Language section of the CAT/2, an 8% increase over last year.

84% of grade 3 students tested scored At and Above grade level on the Mathematics section of the CAT/2, a 6% increase over last year.

Results for our grade 3 students are above the national norm on all sections of the CAT/2.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE



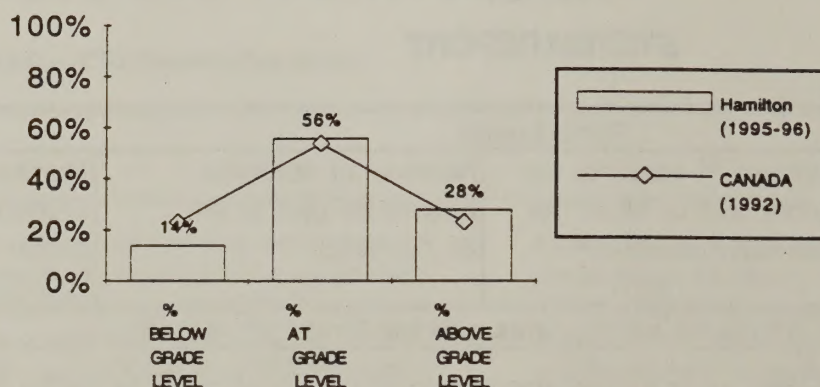
Grade 3: CAT/2 Summary*

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Hamilton (1994-95)	22%	53%	24%

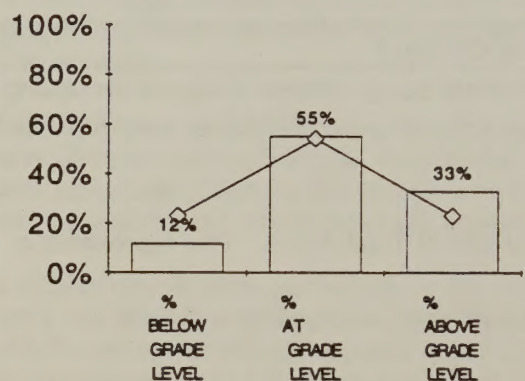
*Percentages are rounded to whole numbers and may not add up to exactly 100%.

Grade 3: CAT/2 Results, 1995-96 (continued)

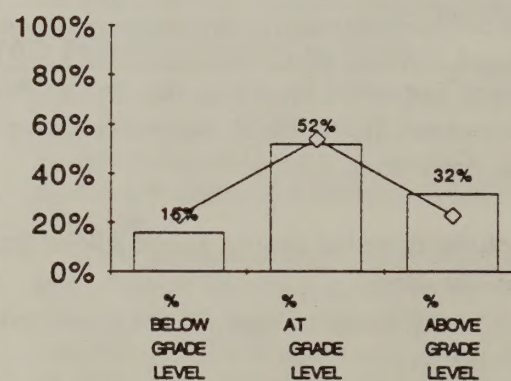
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



System Progress and Planning Report

- Since provincial assessment will be carried out in grades 3 and 6 during the 1996-97 school year, the CAT/2 will be administered mid-year in grades 5 and 8 as approved by the Board (February, 1995). The relationship of the CAT/2 test content, testing process and reports will be established with reference to our curriculum for grades 5, 6, 8 and 9.
- The 1996-97 CAT/2 Communication and Planning Team will provide input to the revision of the *Policy on Communication of Provincial and System-Wide Assessment Results* (Review date October, 1997).
- Implementation of the new Language and Mathematics curricula will proceed as planned. (See report of Common Curriculum Steering Committee, May 1996).
- School Progress and Planning Reports reveal the following common focuses:
 - planning and programming for individual students (D.A.R.T., Team Planning);
 - school planning and staff development;
 - implementation of new Language and Mathematics curricula;
 - focused school initiatives;
 - sharing results and plans with school communities.

Program Services will provide appropriate support for these school directions.

May 29/96
Date

Elizabeth Bond
Superintendent's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

SYSTEM REPORT

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of grade 6 students completing entire test:
2550	160	156	2260 (88%)

General Comments on Students and the Testing Process

In past years, principals and teachers made the judgement as to a student's eligibility for testing, based on CTC guidelines. This year, in response to principals' requests, a consistent cutoff score on the Practice Test was established by the Canadian Test Centre to determine which students could be validly tested on Level 15 of the CAT/2. Inservice was provided on administration and interpretation of students' tests, and on preparation of system and school reports.

System Interpretation of CAT/2 Results in Context

Use of the Practice Test cutoff procedure resulted in 6% of grade 6 students being deemed ineligible for testing, 1% more than last year. Thus, 1% of the improvements reported below may be accounted for by the additional students ineligible for testing.

76% of grade 6 students tested scored At and Above grade level on the CAT/2 Total Score. This represents an 8% increase over last year.

76% of grade 6 students tested scored At and Above grade level on the Reading section of the CAT/2, a 9% increase over last year.

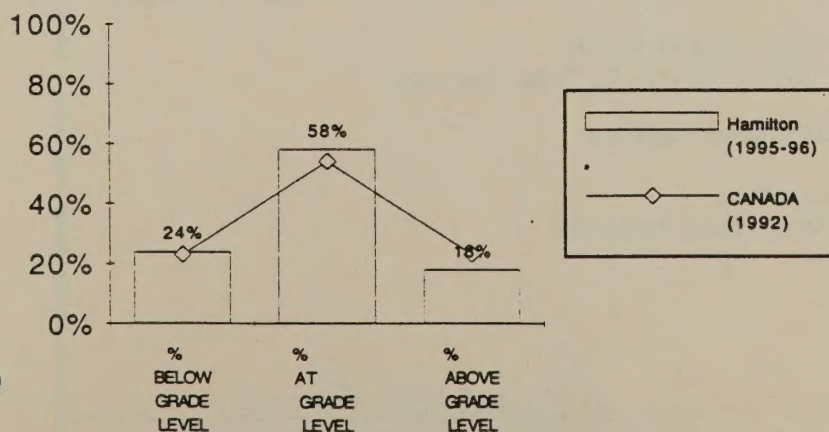
75% of grade 6 students tested scored At and Above grade level on the Language section of the CAT/2, an 8% increase over last year.

77% of grade 6 students tested scored At and Above grade level on the Mathematics section of the CAT/2, a 7% increase over last year.

Results for our grade 6 students are similar to the national norm on all sections of the CAT/2 in terms of the number of students Below grade level; more of our grade 6 students are At grade level than the national norm, and fewer are Above grade level.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE



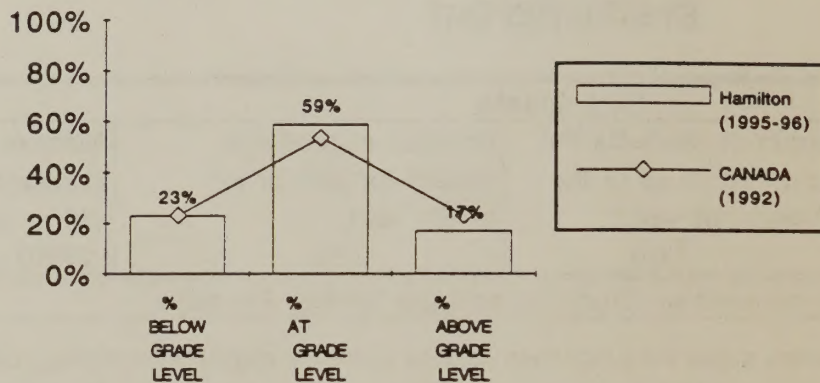
Grade 6: CAT/2 Summary*

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Hamilton (1994-95)	31%	54%	14%

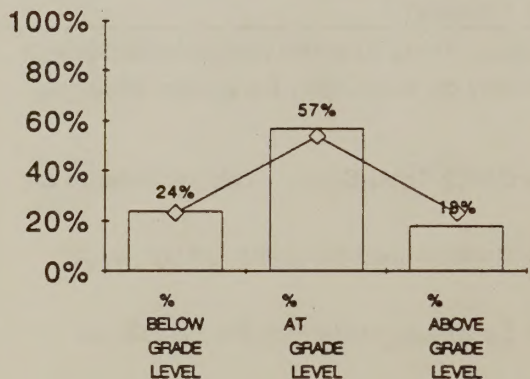
*Percentages are rounded to whole numbers and may not add up to exactly 100%.

Grade 6: CAT/2 Results, 1995-96 (continued)

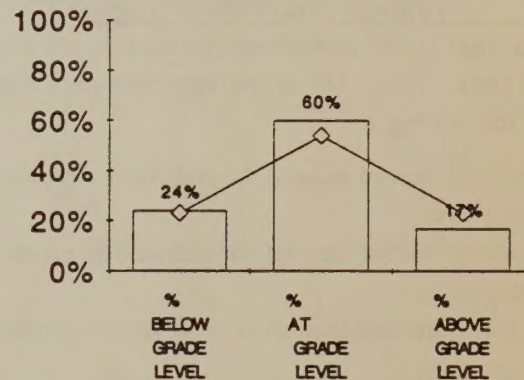
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



System Progress and Planning Report

- Since provincial assessment will be carried out in grades 3 and 6 during the 1996-97 school year, the CAT/2 will be administered mid-year in grades 5 and 8 as approved by the Board (February, 1995). The relationship of the CAT/2 test content, testing process and reports will be established with reference to our curriculum for grades 5, 6, 8 and 9.
- The 1996-97 CAT/2 Communication and Planning Team will provide input to the revision of the *Policy on Communication of Provincial and System-Wide Assessment Results* (Review date October, 1997).
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- School Progress and Planning Reports reveal the following common focuses:
 - planning and programming for individual students (D.A.R.T., Team Planning);
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 - implementation of new Language and Mathematics curricula;
 - focused school initiatives;
 - sharing results and plans with school communities.

Program Services will provide appropriate support for these school directions.

May 29/96
Date

Elizabeth Bond
Superintendent's signature

SCHOOL REPORTS

GRADE 3 AND GRADE 6 STUDENTS' RESULTS

CANADIAN ACHIEVEMENT TESTS
(2ND EDITION)
1995-96

**Please Note: The Reports are arranged
alphabetically by schools.**

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

A. M. CUNNINGHAM ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
54	1	2	51

General Comments on Students and the Testing Process in the School

The Principal and the Learning Resource teacher administer the C.A.T. program at A. M. Cunningham School. They both attended in-services connected to these tests. No exceptional students did any testing this year. The E.S.L. student population is small and were not in the Gr. 3 testing group. It is important to note that 25 or 49% of the students tested, are in Gr. 3 French Immersion.

School Interpretation of CAT/2 Results in the School Context

The school population at A. M. Cunningham is quite stable with only 3.5% transferring in or out in a given year. This is also a dual track school and 25 students, 49% of the Grade 3's who were tested, are in the French Immersion stream and do not receive formal English instruction until Grade 2, and then only 45 min. per diem. This may cause some minor, temporary, delay with English vocabulary, reading, and spelling especially at an early level like Grade 3.

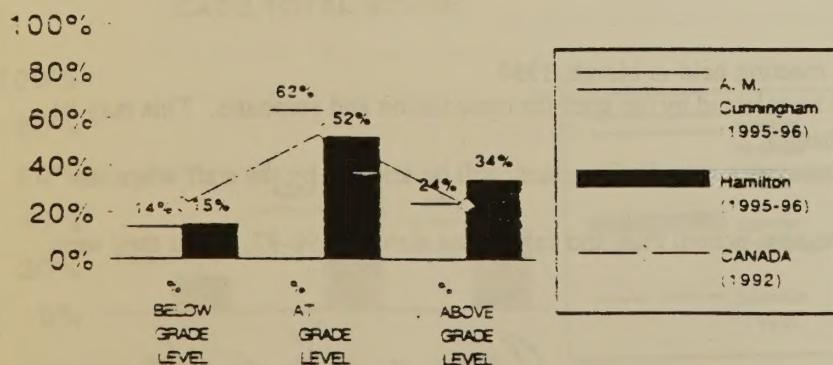
The school plan this year contained a major focus at improving reading skills. This emphasis was brought about by consistent daily practice and reading contests such as the Mr. Baldy, and the Pizza Hut Book It program. This was a school wide emphasis and some of the extra practice may have helped improve results at the Grade 3 level.

In *EVERY* section of the C.A.T. results improved over last year's testing results.. In reading in particular, 83% of the students tested out at or above grade level as compared to 64% last year.

In our school year this 87% scored *AT* and *ABOVE* grade level on the complete CAT/2.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

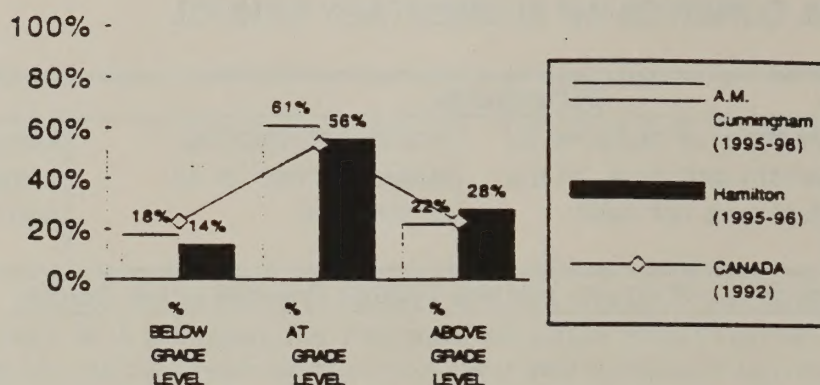


Grade 3: CAT/2 Summary

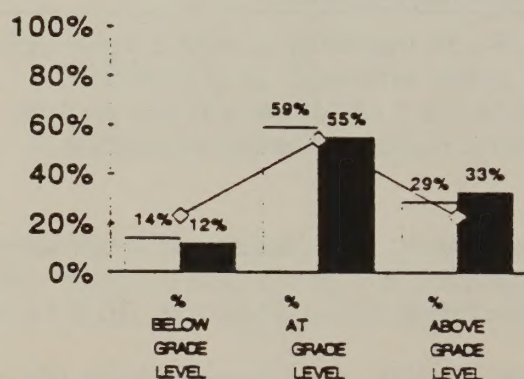
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
A. M. Cunningham (1995-96)	14%	63%	24%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
A. M. Cunningham (1994-95)	40%	51%	12%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

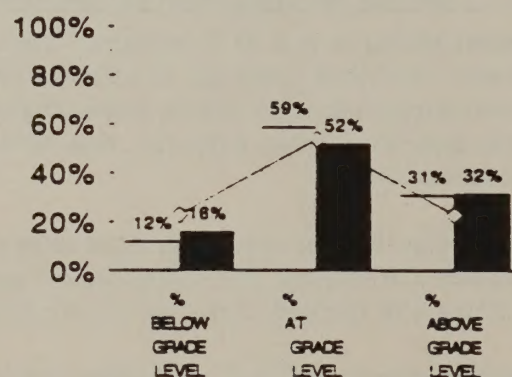
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year:

All students who scored below grade level on a majority of the tests were put through the DART process and individual programming suggested.

On a school wide basis, *READING* was considered to be the area that needed to be the area of focus. Through classroom and individualized practice and emphasis, improved reading comprehension did occur. Contests such as, "read 6000 books within 3 months and have the principal shave his head", Mr. Baldy Contest, were held and met with great enthusiasm and increased home/school reading.

This year:

Results were shared with the community at a meeting held in March, 1996

Our next area of weakness/concentration will be selected by the staff for remediation and emphasis. This may be Spelling, Math computation, or Writing mechanics.

This area selected for emphasis, and its accompanying remediation plans, will be selected by the staff when the SCHOOL PLAN is reviewed in June, 1996.

Action Plans will then be incorporated into the next School Plan and carried out during 1996-97, just as they were this school year.

1996 04 04

Date

Cliff Johnson
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

ADELAIDE HOODLESS ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 47	Number of students for whom part or all of the test was not valid: 6	Number of students absent for part or all of the test: 3	Number of students completing entire test: 38
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General Comments on Students and the Testing Process in the School

The Grade 3 tests are administered by the teachers. Our Learning Resource Teacher co-ordinates the distribution and collection of materials. Some Exceptional, E.S.L. and other students could not be validly tested on the CAT/2.

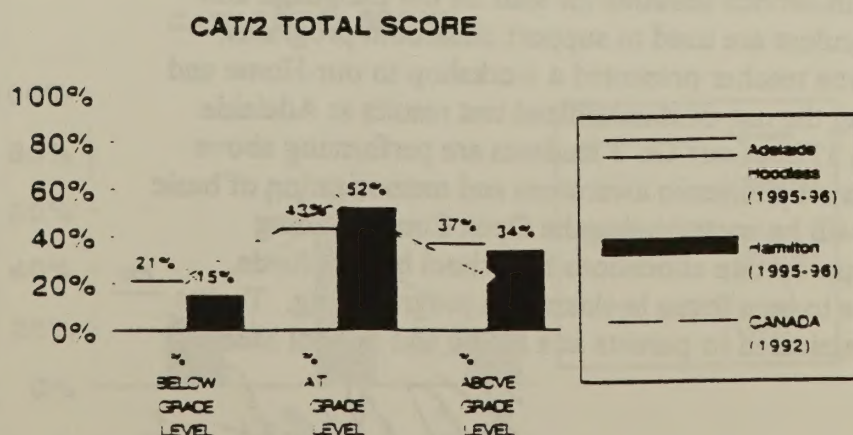
School Interpretation of CAT/2 Results in the School Context

Our school is situated in a predominantly working class area with a small section of well-established middle class homes. A large percentage of homes are duplexed or rental. Students come from many ethnic backgrounds.

Our neighbourhood undergoes a great deal of change during the course of the school year and, as a result, many of our pupils have had several changes of school (some as frequently as 10 or more)

In our school this year 80% of our Gr. 3 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics.

Grade 3: CAT/2 Results, 1995-96

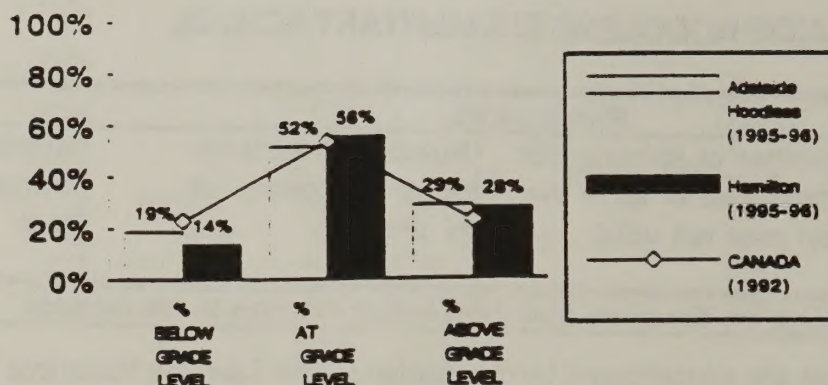


Grade 3: CAT/2 Summary

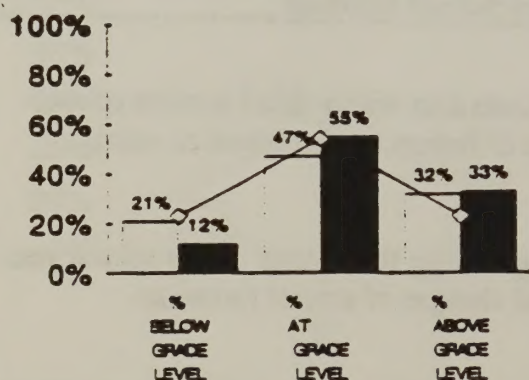
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Adelaide Hoodless (1995-96)	21%	43%	37%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Adelaide Hoodless (1994-95)	33%	47%	22%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

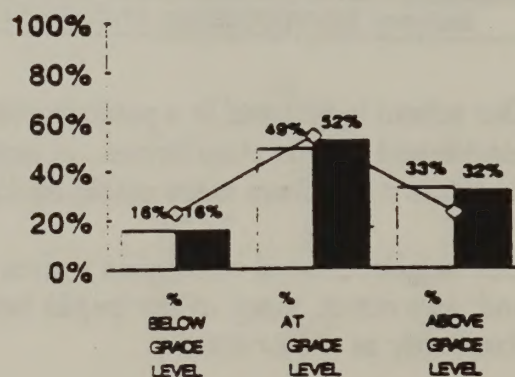
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Scores from the 1994-95 CAT tests indicated a need to focus on language skills. Our Resource Team and Junior Level teachers are providing Remediation for Gr. 4 & 5 students daily. At the Primary Level our SERT co-ordinates support for our K-3 students in all areas of Language and Math. An Enrichment group has been established for a blended group of Gr. 3,4,5 students. In-service sessions for staff on the Language and Math outcomes in the Common Curriculum are used to support classroom programs. Connie Kidd and our Learning Resource teacher presented a workshop to our Home and School on December 6, 1995 outlining the use of standardized test results at Adelaide. This years CAT/2 results indicate that 37% of our Gr. 3 students are performing above grade level. We will continue to focus on phonemic awareness and memorization of basic math facts at the Primary Level. We will be investigating the Open Court Reading program and Key Math materials as appropriate allocations for school budget funds. Improving listening skills will continue to be a focus in classroom programming. Test results and school plans will be communicated to parents at a Home and School Meeting in May 1996.

April 4/96
Date

K.A. Kidd
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

ADELAIDE HOODLESS ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: 51	Number of students for whom part or all of the test was not valid: 4	Number of students absent for part or all of the test: 0	Number of students completing entire test: 47
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General Comments on Students and the Testing Process in the School

The Learning Resource Teacher administers and co-ordinates testing for Gr 6 students. Some Exceptional, E.S.L. and other students could not be validly tested on the CAT/2.

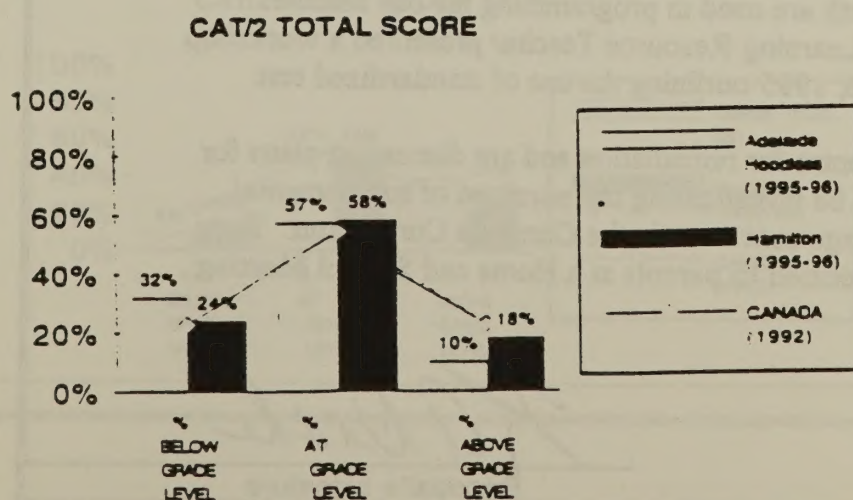
School Interpretation of CAT/2 Results in the School Context

Our school is situated in a predominantly working class area with a small section of well-established middle class homes. A large percentage of homes are duplexed or rental. Students come from many ethnic backgrounds.

Our neighbourhood undergoes a great deal of change during the course of the school year and, as a result, many of our pupils have had several changes of school (some as frequently as 10 or more)

In our school this year 67% of our Gr. 6 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics.

Grade 6: CAT/2 Results, 1995-96

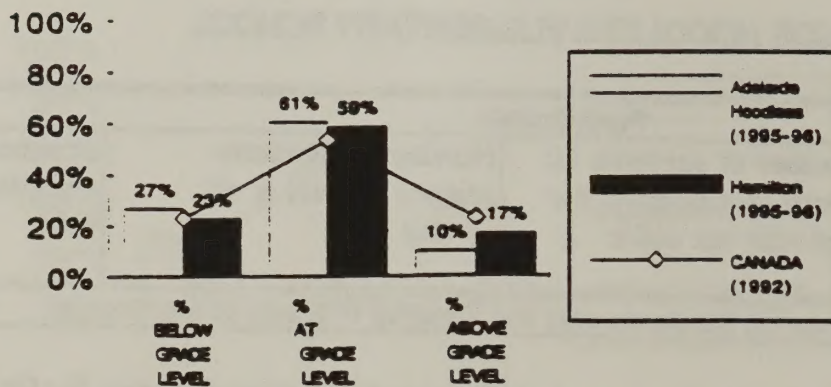


Grade 6: CAT/2 Summary

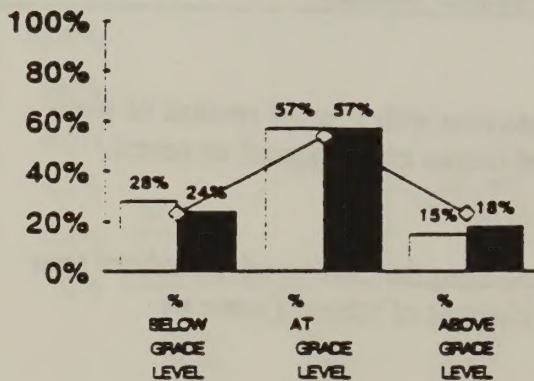
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Adelaide Hoodless (1995-96)	32%	57%	10%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Adelaide Hoodless (1994-95)	26%	53%	21%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

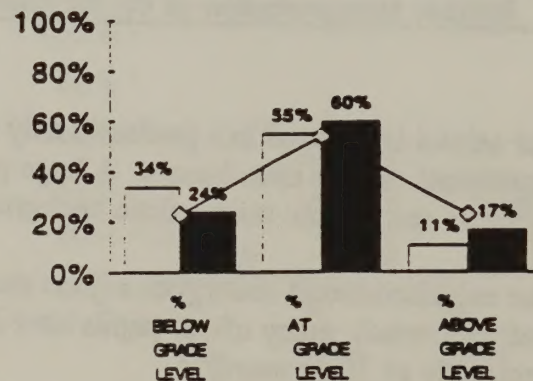
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

A Learning Centre has been established at the Middle School level this year. Planning and organizing remediation for exceptional and regular class students is co-ordinated by the Special Education team in consultation with the subject teachers. The use of Common Curriculum outcomes in English and Math are used in programming for our Middle School students. Connie Kidd and our Learning Resource Teacher presented a workshop to our Home and School on December 6, 1995 outlining the use of standardized test results at Adelaide.

We will continue to use the Learning Centre for remediation and are discussing plans for including enrichment activities. We will be investigating the purchase of supplemental materials to support the math and language outcomes in the Common Curriculum. Test results and school plans will be communicated to parents at a Home and School Meeting in May, 1996.

April 4/1996
Date

K.A. Drake
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

ALLENBY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
16	2	1	13

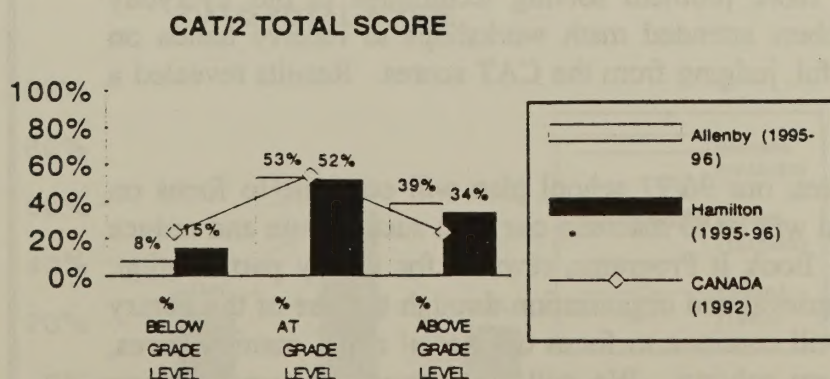
General Comments on Students and the Testing Process in the School

The Grade 2/3 classroom teacher administers the CAT in our school. By attending inservices and communicating with Board support staff, the administering of the test went smoothly. In the Grade 3 class there is one student currently receiving ESL support.

School Interpretation of CAT/2 Results in the School Context

Allenby School is situated in a very supportive community. We have a relatively stable population and very few student transfers. In our school, 92% of our tested students scored at and above their grade level in Reading and 84% scored at and above the Grade 3 level in Language. Math is a current area of focus in our school plan and as a result, 91% of the tested students scored at and above their grade level. At Allenby this year, 92% of our Grade 3 students scored at and above their grade level on the CAT 2 Total Score. At Allenby School, the students benefit from the dedication of an excellent teaching staff in addition to the assistance of several parent volunteers and co-op students. We continue to need and depend upon the additional program support provided by our Learning Resource Teacher.

Grade 3: CAT/2 Results, 1995-96

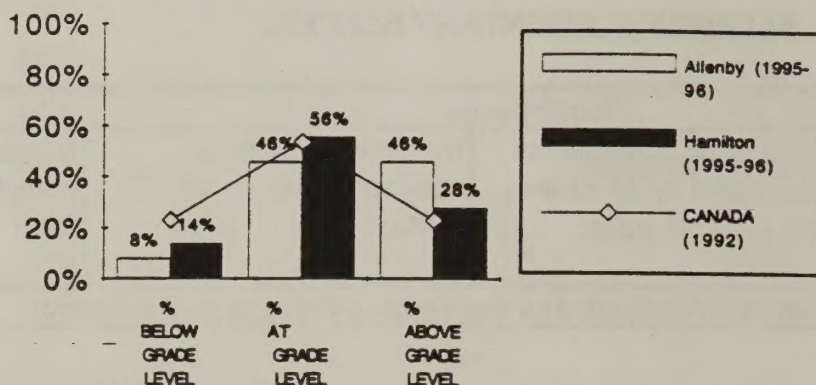


Grade 3: CAT/2 Summary

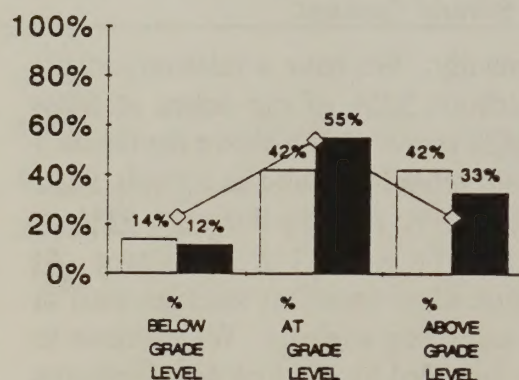
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Allenby (1995-96)	8%	53%	39%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Allenby (1994-95)	30%	70%	0%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

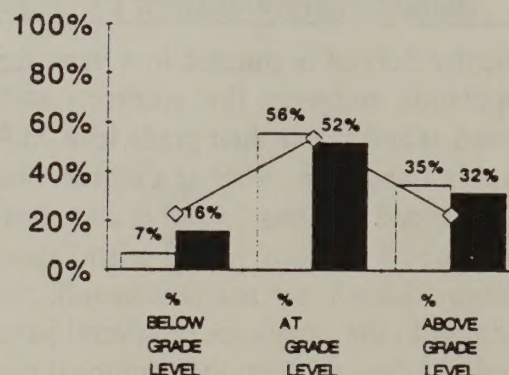
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Reading continues to be a top priority at Allenby. Our 92% success rate is indicative of our ongoing standards and expectations. Last year, the mathematics levels were very disappointing prompting the staff to make math a priority for our 95/96 school plan. Additional funds were used to enhance our math manipulatives. Using more applications and computations, we encouraged more problem solving techniques in our everyday classroom work. Many staff members attended math workshops to receive hands on expertise. Our efforts were successful, judging from the CAT scores. Results revealed a 91% success rate in the math area.

As a result of our recent CAT scores, our 96/97 school plan will continue to focus on Reading and Mathematics. Our goal will be to maintain our high success rate and reduce the below average results through: Book It Programs, rewards for library participation, cross grade activities, information retrieval and organization through the use of the library computer lab and CD ROM. We will continue to focus on mental math, manipulatives, application, computation and problem solving. We will also concentrate on language mechanics.

March 27, 1996

Date

David MacKenzie
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

BENNETTO ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
76	nil	4	72

General Comments on Students and the Testing Process in the School

Teachers attended the in-service in the fall of 1995. Grade 6 core teachers co-ordinated and administered the CAT2 testing. The testing process ran smoothly without any concerns or problems; of the Gr. 6 students taking the test 8 are exceptional and 16 ESL. After the practice test - 13 pupils scored too low to take the CAT2 test.

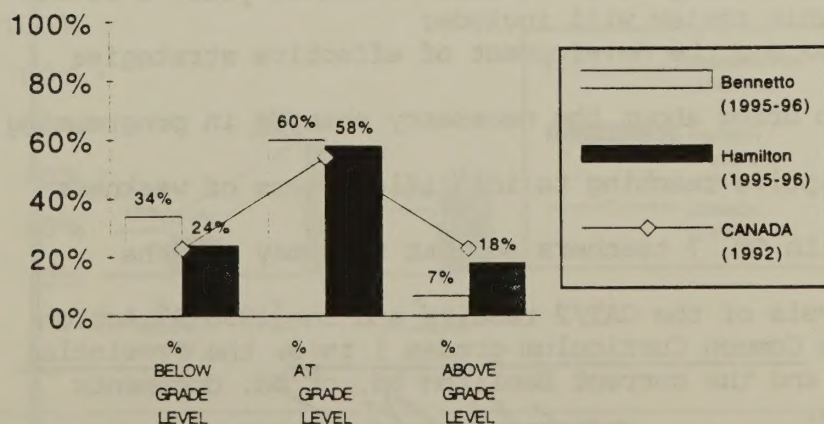
School Interpretation of CAT/2 Results in the School Context

The Bennetto Community is diverse in its ethnic, cultural and social mix. 40% of our students are EASL. Approximately 40% of our families are on social assistance. There are an increasing number of single parent and blended families. There is evidence of increased unemployment and economic hardship and pressures in the community. 15% of our school population is identified as Special Ed. and none are identified as gifted. In Bennetto School this year 67% of our Gr. 6 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. This represents a 14% overall improvement over the 1994-95 CAT/2 results. Strengths highlighted in the 1995-96 results show that 64% of Bennetto students are reading at grade level compared to 59% citywide.

Language and Math results, however, show that we have more students working below grade level than citywide. We also have fewer students working above grade level. Some items "tested" on the CAT/2 are not part of the Hamilton curriculum or may not be taught until a later date (after testing).

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

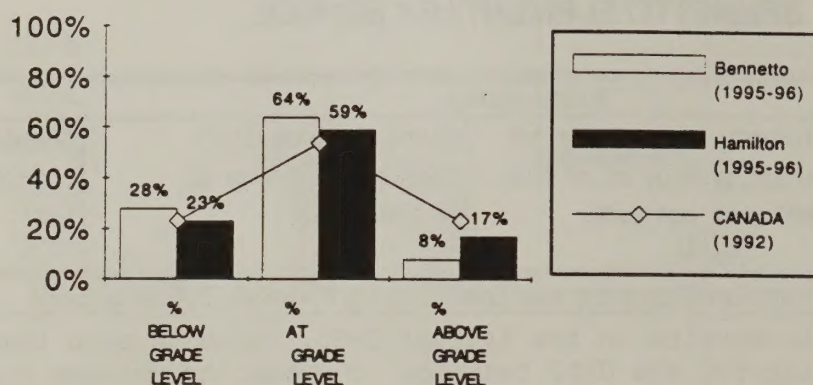


Grade 6: CAT/2 Summary

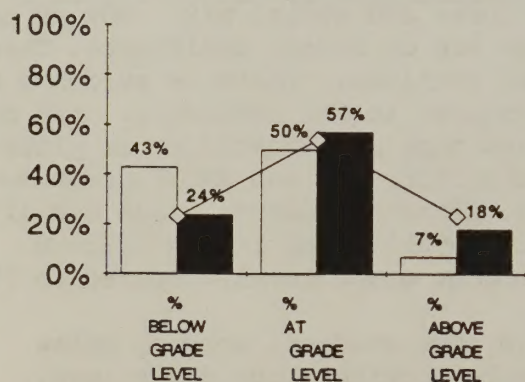
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Bennetto (1995-96)	34%	60%	7%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Bennetto (1994-95)	46%	48%	5%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

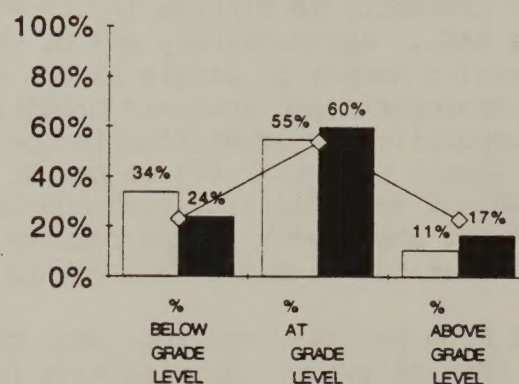
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT/2 results were addressed in Bennetto's school plan in the following manner:

1. There was a school-wide focus in Literacy, Problem Solving and Critical thinking. These areas were addressed in the planning of our monthly topics in our Advisor program.
2. Bennetto moved this year from a full rotary program to a half-time core program to support greater focus, programming and continuity in an effort to improve literacy and numeracy skills.

This year's CAT/2 results will be addressed in the following way:

During the months of May and June and continuing into the 1996-97 school year, a review of the CAT/2 scores will take place. This review will include:

1. An analysis of "Below Average" scores and the development of effective strategies for improvement.
2. The development of an Action Plan to bring about the necessary changes in programming and strategies to improve (1).
3. Use of the CAT/2 results for prescriptive teaching to identified areas of weakness during term 3 of the grade 6 year.
4. Communication of the CAT/2 scores with Gr. 7 teachers so that they may use the results for effective programming.

The development of the review and analysis of the CAT/2 results and the 1996-97 Action Plan will be done in the context of the Common Curriculum grades 1 to 9, the Provincial Standards in Language and Mathematics, and the current Hamilton Bd. of Ed. documents Celebrating Language and Spelling Sense.

Date _____

Principal's signature _____

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

BUCHANAN PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
23	0	0	23

General Comments on Students and the Testing Process in the School

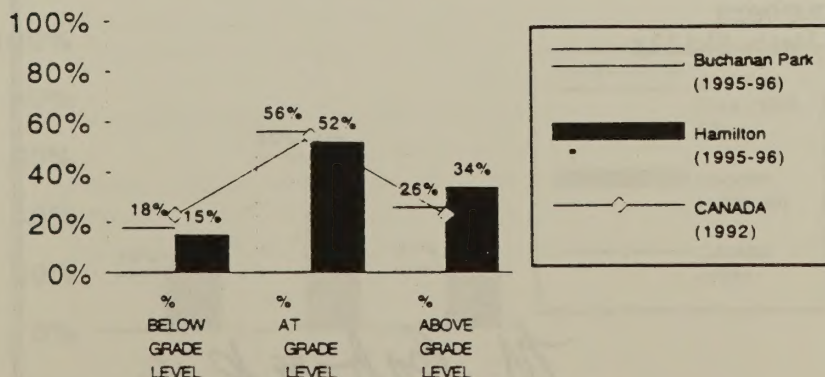
Overall, we improved from 68% competent or proficient in '94-'95 to 82% in '95-'96. The test was given by the Principal under the same conditions for all sub-tests. One of the 23 students taking the test is deemed exceptional. The results for this student were significantly lower than the rest of the class.

School Interpretation of CAT/2 Results in the School Context

We improved in all the sub-tests but one. In adding whole numbers, we stayed exactly at the same level as last year. All other results were up significantly. While our spelling results rose by approximately 20% over last year's, it is still an area that needs work!

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

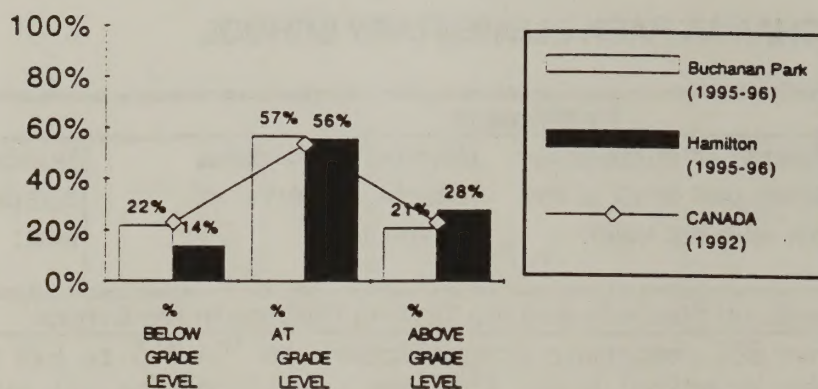


Grade 3: CAT/2 Summary

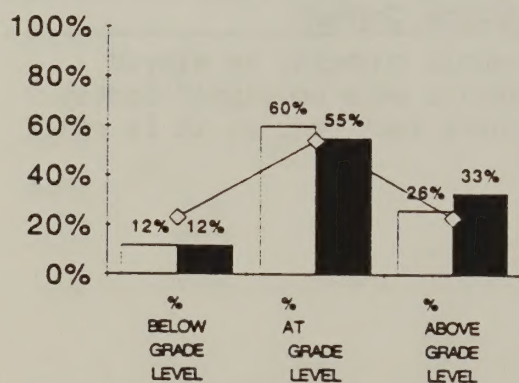
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Buchanan Park (1995-96)	18%	56%	26%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Buchanan Park (1994-95)	32%	55%	13%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

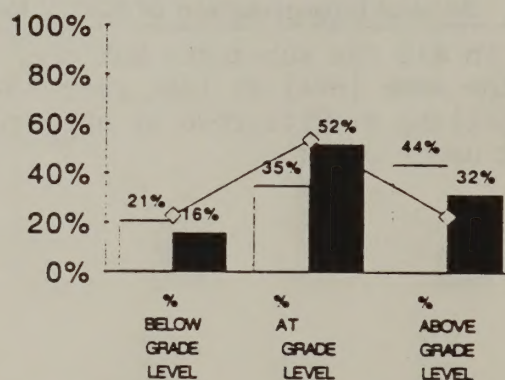
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

READING & LANGUAGE:

- * Continuation of "Open Court" implementation
- * Root words need to be reviewed and/or re-taught
- * Spelling - focus for the next term and on-going for next year
- * Continuation of portfolios and folders for diagnostic tests and tracking

MATHEMATICS:

- * Review and/or re-teach adding whole numbers
- * Develop strategies to improve Mental Math Skills

April 11, 1996

Date

M. Babcock
Principal's signature

GRADE SIX

1995-96

BURKHOLDER DRIVE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
121	10	1	112

General Comments on Students and the Testing Process in the School

Testing was conducted by our two grade 6 core (English, Math, Social Studies) teachers. All E.S.L. and most Exceptional (Self-contained) students were not included in the process. Test administrators observed and cautioned two students about random circling of answers. CAT/2 Scores for these students are lower, however in day to day work both students are much more capable.

School Interpretation of CAT/2 Results in the School Context

Burkholder Middle School serves two types of communities. The school is situated in an area of established homes approximately 40 to 50 years old. New home development has occurred during the last ten years and students are bused to Burkholder from the south mountain. In our student population of 385 students 10% are English as a second language and 11% exceptional.

In our school this year;

80% of our grade 6 students were at and above grade level on the CAT/2 total score as compared to 76% in Hamilton and 77% nationally.

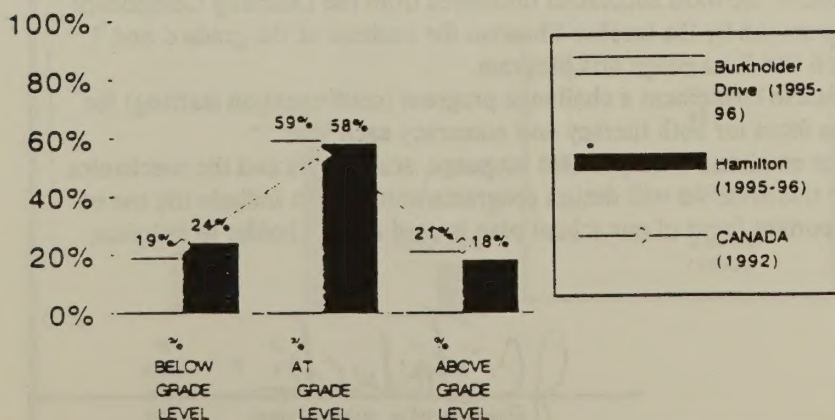
86% of our grade 6 students were at and above grade level on the CAT/2 reading score as compared to 76% in Hamilton and 77% nationally.

77% of our grade 6 students were at and above grade level on the CAT/2 language score as compared to 75% in Hamilton and 77% nationally.

80% of our grade 6 students were at and above grade level on the CAT/2 mathematics score as compared to 77% in Hamilton and 77% nationally.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

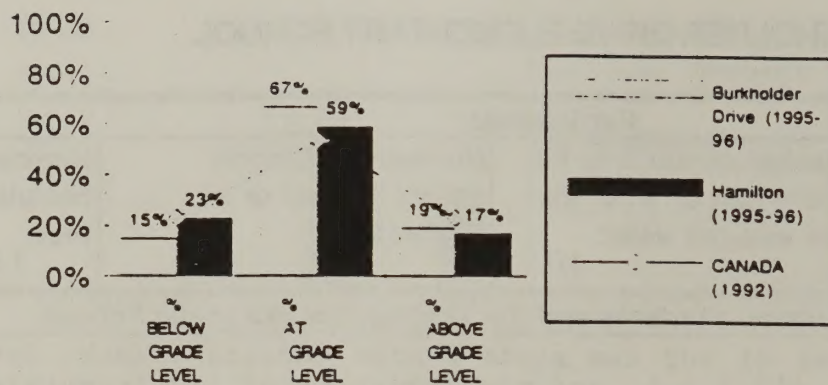


Grade 6: CAT/2 Summary

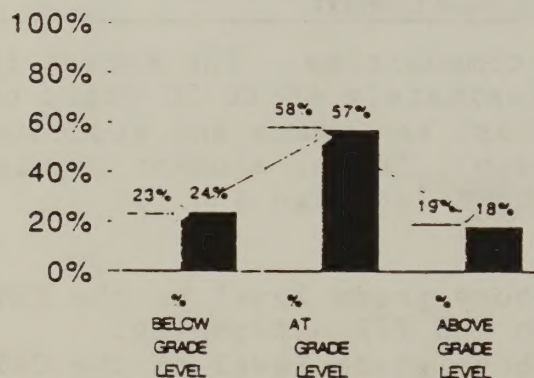
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Burkholder Drive (1995-96)	19%	59%	21%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Burkholder Drive (1994-95)	33%	55%	13%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

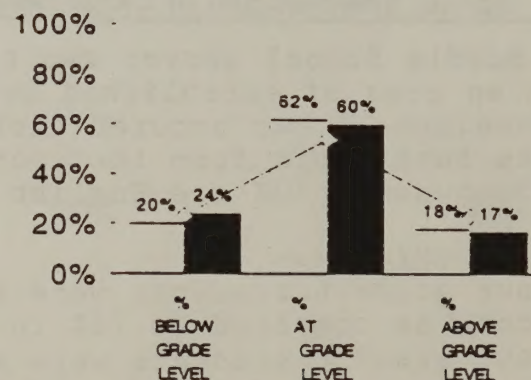
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

We addressed last year's CAT/2 results in the numeracy, literacy and learning center components of the '95/'96 school plan. The school timetable was designed to create core classes at all grade levels. Specific literacy and numeracy thrusts were the responsibility of core grade team teachers. Teachers meet on a timetabled weekly basis to co-ordinate math programs, discuss program directions/concerns and plan how to best meet the needs of our students. Grade Teams this year have focused on listening (grade 6), reading (grade 7), reading, writing (grade 8) in the literacy area and problem solving/computation in the numeracy area.

The learning center component of this year's school plan focussed on providing appropriate programming for all exceptional and at risk students. Resource staff and ancillary personnel working in a co-ordinated way were able to remediate specific student needs in a variety of ways. One of the most successful initiatives from the Learning Component Center has been the implementation of a challenge program run by the teacher-librarian for students at the grade 6 and 7 levels. Both groups focussed on extensions to the grade 6 and 7 language arts program.

As a result of this year's CAT/2 scores we will continue to implement a challenge program (contingent on staffing) for all students. Grade teams of core teachers will develop a focus for both literacy and numeracy each year.

CAT/2 results from 1995/96 would indicate a need for emphasis on expressive language, study skills and the mechanics of language in general. As we develop plans to address this area, we will design programs/units which include the use of technology as a learning tool. Technology, the most important focus of our school plan is used at Burkholder to enhance, extend and complement classroom program.

April 2, 1996

Date

GC Forbeck
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

CARDINAL HEIGHTS ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
152	17	0	135

General Comments on Students and the Testing Process in the School

The CAT/2 is co-ordinated by the Guidance Counsellor and administered by the Gr. 6 teachers. The LRT attended an in-service and passed on information. Students were tested over several days with rest periods built in. Absent students were difficult to follow up on, lengthening the testing process considerably.

School Interpretation of CAT/2 Results In the School Context

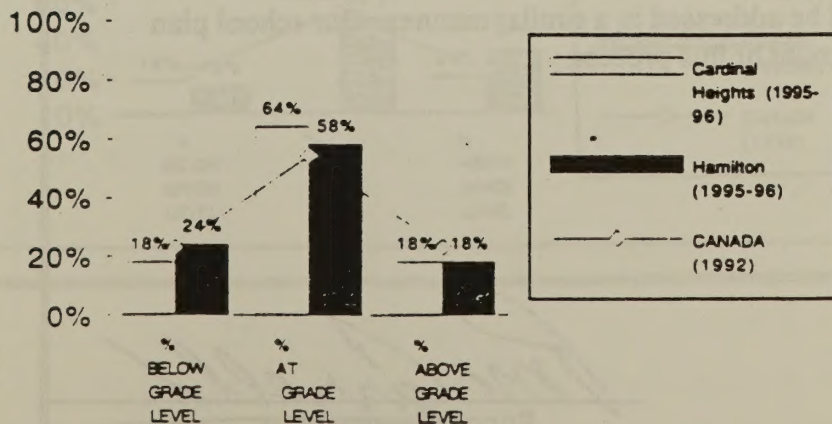
Cardinal Heights is a Middle School (Grs. 6-8) with 450 students. There are a total of 152 Gr. 6 students plus some SLD students. We have a large influx of students (150 buses) with a diverse socio-economic background. Mobile families are making more of an impact on our school community. There are over 1000 town house units and several large apartment buildings in the immediate area. We also find a larger number of single parent families.

In the total test, 82% of our students were at or above grade level compared to 75% in 1994-95. In reading, 88% of our students were at or above grade level compared to 74% in 94-95. Last year, 81% as compared to 77% were at or above Grade level in Language. Finally, 80% as compared to 76% last year were at or above Grade level in Math.

Results have improved considerably over last year. A number of reasons for this could include the school planning response in the Junior feeder schools over the 1994-95 school year. Also, the instituting of a pre-test which ruled out very low students and the exclusion of exceptional students would definitely have an impact on these results.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

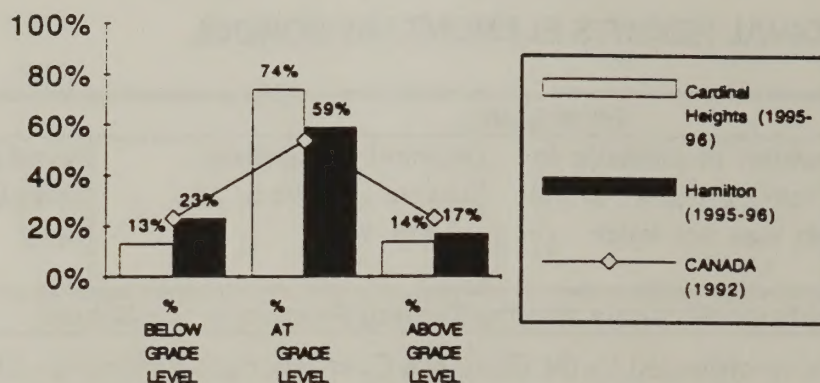


Grade 6: CAT/2 Summary

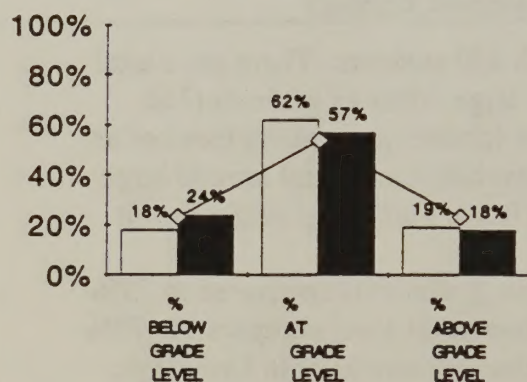
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Cardinal Heights (1995-96)	18%	64%	18%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Cardinal Heights (1994-95)	25%	59%	16%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

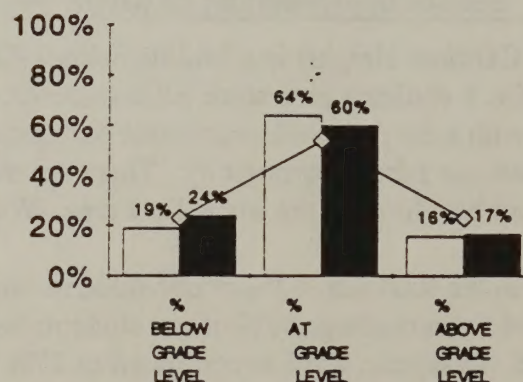
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The 1994/95 CAT/2 results were implemented in our 1995/96 school plan. After analyzing CAT results, strategies were instituted. (i.e. specific skills were identified which required programme adjustments for all students including advanced students.)

Once these adjustments were determined, implementation began. Findings will be shared with feeder schools.

The 1995/96 CAT/2 results will be addressed in a similar manner. Our school plan (95-96) Pgs. 13-15 gives a detailed account of this process.

March 27, 1996

Date

Principal's Signature

Principal's signature

GRADE THREE

1995-96

C. B. STIRLING ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 51	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 0	Number of students completing entire test: 51
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General Comments on Students and the Testing Process in the School

L.R.T. co-ordinated staff in-service, distributed, collected and processes the C.A.T. The grade 3 Classroom teachers administered the test. All students including 2 E.S.L. and 7 at risk students were tested. The test setting was unique for the students as the teacher did not assist them, there was no group work/collaboration and they were required to work under time constrictions.

School Interpretation of CAT/2 Results in the School Context

C. B. Stirling services a J.K. to Grade 8 population of 525 students. It is located in a varied socio-economic neighbourhood. In C. B. Stirling, 82% of our Grade 3 students scored at or above grade level on the total test as compared to 77% nationally.

In total scores, only 18% of our students scored below grade level as compared to 23% nationally.

In language, 10% of C. B. Stirling students are below grade level compared to 23% nationally. There are more students at grade level, 69% C. B. Stirling, compared to 54% nationally.

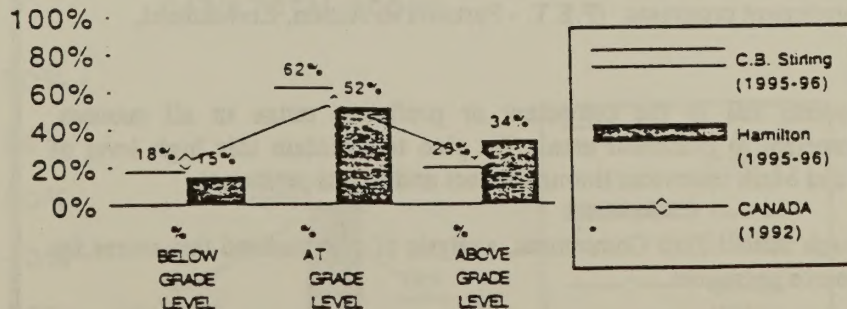
In our own school there are noteworthy gains with a 12% decrease in below grade level results and an increase of 19% at grade level in comparison with 1995 test results.

This reflects the successful in class programming, classroom support and remediation provided by the learning resource teacher and Special Education Team.

Our school plan has and will continue to focus on numeracy/literacy and Safe School Policy.

Grade 3: CAT/2 Results, 1995-96

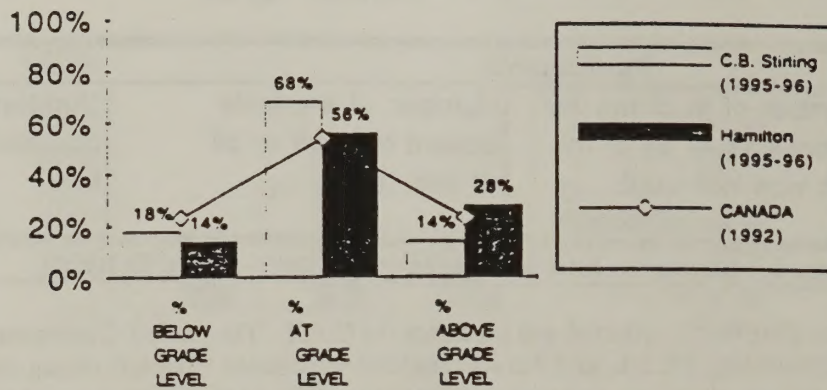
CAT/2 TOTAL SCORE



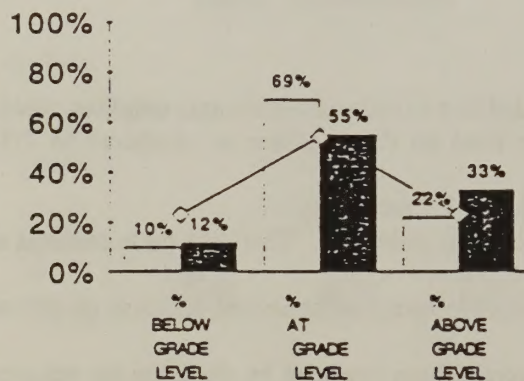
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
C.B. Stirling (1995-96)	18%	62%	20%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
C. B. Stirling (1994-95)	30%	43%	27%
Hamilton (1994-95)	22%	53%	24%

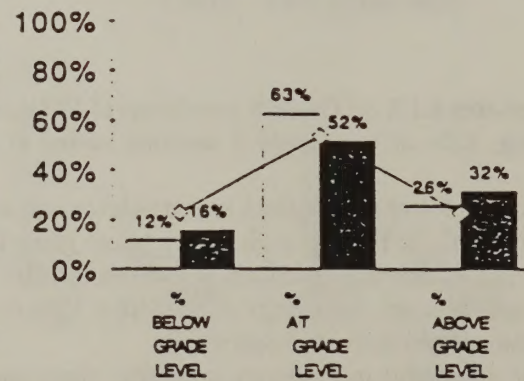
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- C.A.T.2 results 1994/95 were shared with staff and community.
- Areas to address were identified and plans developed to meet the needs of our student population. Specifically, Spelling was identified as a focus. Standardized tests (gr. 2-8) in spelling were administered in Sept. and will be administered in June '96, to assess progress and re-evaluate program.
- Resources were obtained from the warehouse or purchased to support the spelling program.
- Staff in-service was planned and implemented to address Spelling needs.
- A School Plan Committee focused on developing Enrichment programs, (P.E.T. - Partners in Action, Enrichment, Teaming.)

In Math concepts and applications 84-90% of students fell in the competent or proficient range in all subtests. Computational skills were also a strength in the competent to proficient area. We plan to maintain this high level of achievement through our School Plan, daily planning and Math inservices through school and Board personnel.

We will continue to improve our Spelling scores through School Plan Committees, analysis of standardized test scores for programming and inservices by school, Board and resource personnel.

Enrichment will continue to be a language focus.

April 4, 1996
Date

[Signature]
Principal's signature

GRADE SIX

1995-96

C. B. STIRLING ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
52	9	0	43

General Comments on Students and the Testing Process in the School

L.R.T. co-ordinated staff in-service, distributed, collected and processes the C.A.T. The grade 6 Math/Eng. teachers administered the test. One recently enrolled E.S.L. student did not take the test, although the remaining E.S.L. students were included. Seven self-contained S.L.D. students were excluded. The test setting was unique for the students as the teacher did not assist them, there was no group work/collaboration and they were required to work under time constrictions.

School Interpretation of CAT/2 Results in the School Context

C. B. Stirling services a J.K. to Grade 8 population of 525 students. It is located in a varied socio-economic neighbourhood. In all 3 test areas in grade 6, C. B. Stirling has fewer students below grade level than either Hamilton or Canada and more at grade level than either Hamilton or Canada.

In our school this year 86% of our Grade 6 students scored at or above grade level on the CAT/2 in total score, Reading, Language and Mathematics.

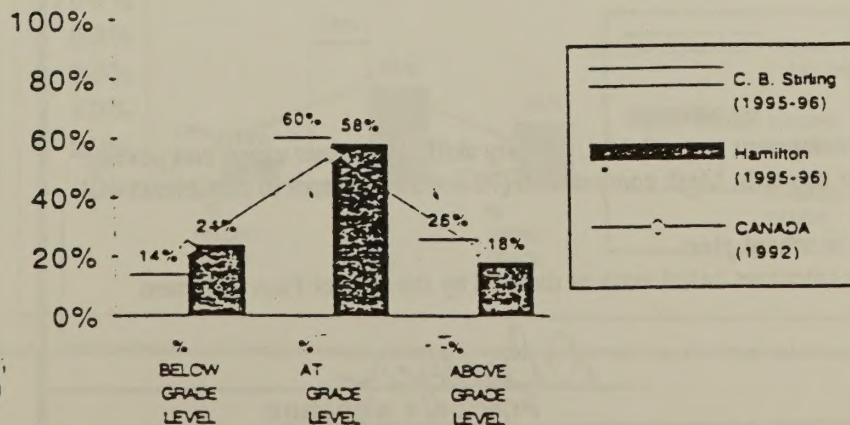
The results of this test were accurately predicted by the staff of this school.

The significant increase of at grade level (60%) and above grade level (26%) students reflects the success of the enrichment program provided by L.R.T., L.R.C. and classroom teachers.

The significant reduction in below grade level (14%) reflects the success of our remediation programs.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

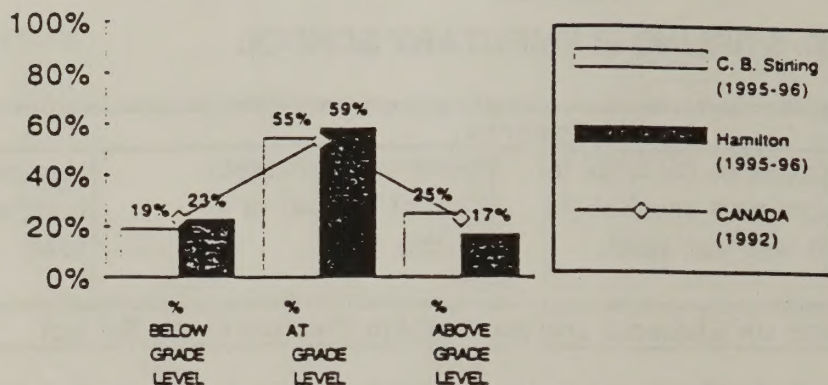


Grade 6: CAT/2 Summary

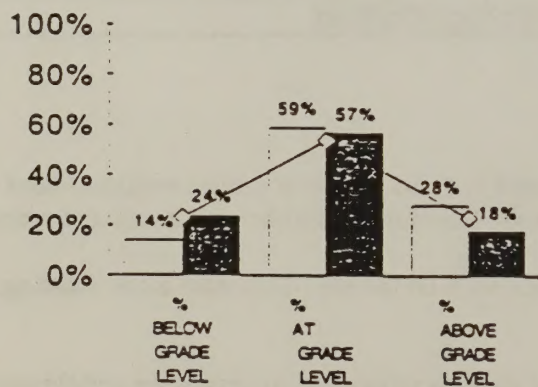
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
C. B. Stirling (1995-96)	14%	60%	26%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
C. B. Stirling (1994-95)	25%	57%	19%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

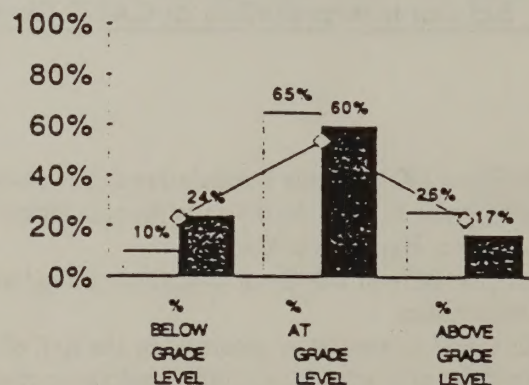
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- C.A.T.2 results 1994/95 were shared with staff and community.
- Areas to address were identified and plans developed to meet the needs of our student population. Specifically, Spelling was identified as a focus. Standardized tests (gr. 2-8) in spelling were administered in Sept. and will be administered in June '96, to assess progress and re-evaluate program.
- Resources were obtained from the warehouse or purchased to support the spelling program.
- Staff in-service was planned and implemented to address Spelling needs.
- A School Plan Committee focused on developing Enrichment programs, (P.E.T. - Partners in Action, Enrichment, Teaming.)

1995-1996

- Grade 6 students' overall study skills scored at 85% competent to proficient. Library skills, organizer usage and advisor groups will continue to support these skills. Another strength, Math computation (79-84% competent to proficient) will continue to be a focus through in-service for staff.
- Spelling will continue to be a school focus through the school plan.
- Staff will continue to implement board initiatives on outcomes based math as directed by the School Plan Common Curriculum Committee.

April 4, 1996
Date

D. Boeltger
Principal's signature

GRADE THREE

1995-96

CENTENNIAL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
63	5	0	58

General Comments on Students and the Testing Process in the School

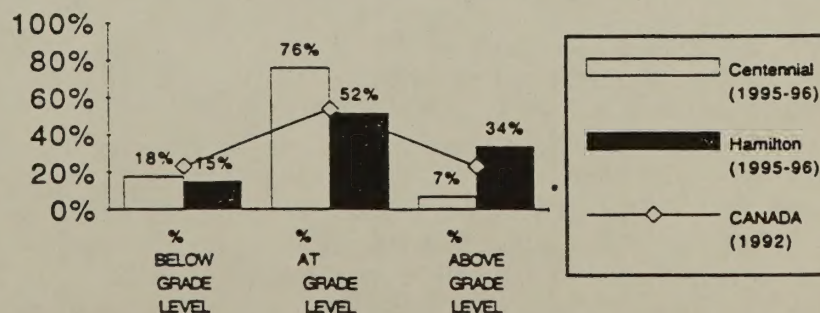
The LRT coordinated test administration. Two classes were administered the CAT/2 by the LRT and 1 class by the teacher. Inservicing was addressed by the LRT through planned sessions, distribution of reference material and a file of reference material in the resource room. 25 (43.1%) of students are ESL and 16 (27.6%) excluding ESL are at risk.

School Interpretation of CAT/2 Results in the School Context

Several factors play a significant role in the results for Centennial: demographic and student mobility (85.57%), 39.7% of our students have a background other than English, and more than 1/3 of our community is characterized by low income families, one parent families and adults with less than a Grade 9 education. The Practise test for screening indicated that CAT/2 was invalid for 8.6% of grade 3 students. In our school this year 83% of our grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score. The following is a breakdown: 90% of students on the Reading Score, 83% of students on the Language Score, and 87% of students on the Mathematics Score. Although our results exceed the Hamilton average of students At Grade Level, we have fewer students Above Grade Level and more that score Below Grade Level. However, we do have fewer students Below Grade than the Hamilton average in Reading and Mathematics. More of our students did score Below Grade Level on Language than the Hamilton average, a reflection of our high ESL population. The focus of the School Plan: on Mathematics and a continued emphasis on Literacy are reflected in significant increases in Mathematics (66 to 87%) and Reading (73 to 90%).

Grade 3: CAT/2 Results, 1995-96

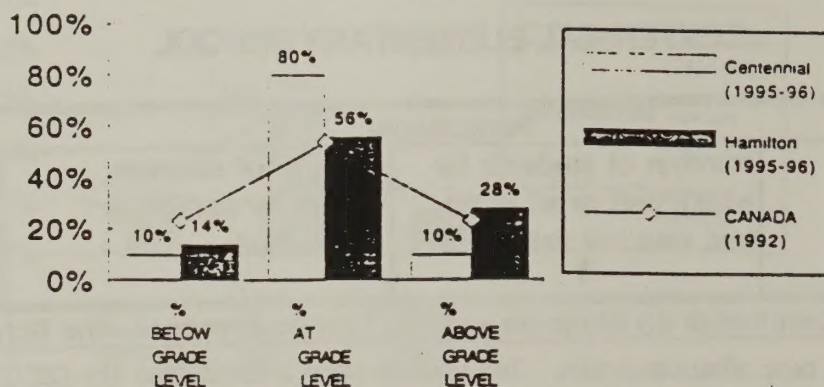
CAT/2 TOTAL SCORE



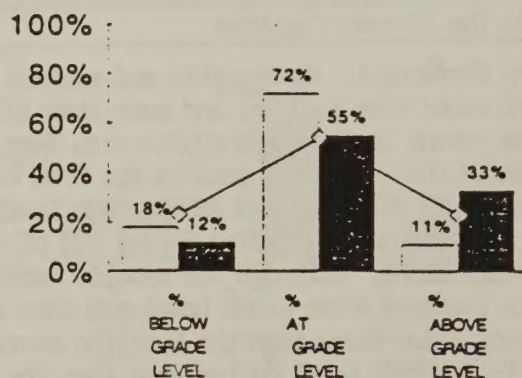
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Centennial (1995-96)	18%	76%	7%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Centennial (1994-95)	28%	56%	16%
Hamilton (1994-95)	22%	53%	24%

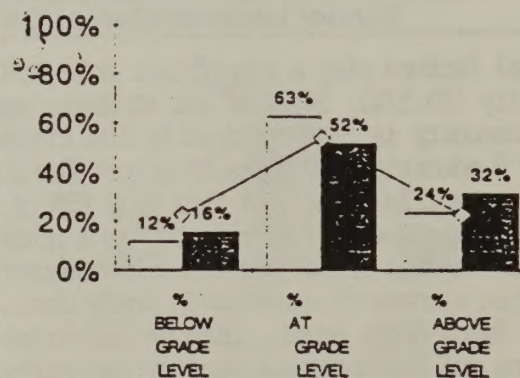
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

-Area(s) of Focus: Mathematics Action Plan/Resource E.S.L. Program/Early Literacy Development
 On last years CAT/2, 66% of our students scored at or above grade level in Math compared to 78% across Hamilton. Subtests indicated that our students are much more successful in Math Computation than in Concepts and Application. A School Action Plan for Math was developed with Staff in late spring 1995 and implemented in the fall of 1995.

Focus: 1) Hamilton Math Outcomes emphasizing increased use of manipulatives and focusing on Problem Solving and Patterning

2) Piloting Math Report Card, Assessment and Tracking

Process: 1) Gap Analysis of manipulatives. School budget allocated to equip classrooms and set up Math Resource Centre.

2) Inservice - PD days using school and Board personnel

- staff attendance at system inservice and conferences

- sharing strategies, tracking with Earl Kitchener's staff

3) School Initiatives - Graphing of spirit days, Math Activity Days and daily/weekly problem solving, patterning and use of manipulatives

The significant increase in Mathematics Scores At and Above grade level (66 to 87%) indicate that the Math Action Plan is instrumental in improving our students' ability in Concepts and Application. Therefore implementation and review of the Math Action Plan will continue into 1996-97.

The increase in Reading Scores (73 to 90%) and Language Scores (75 to 83%) At and Above Grade Level also indicate that the programs presently in place and addressed in the School Action Plan need to be continued and reviewed in 1996-97.

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

CENTRAL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
24	7 ESL		17

General Comments on Students and the Testing Process in the School

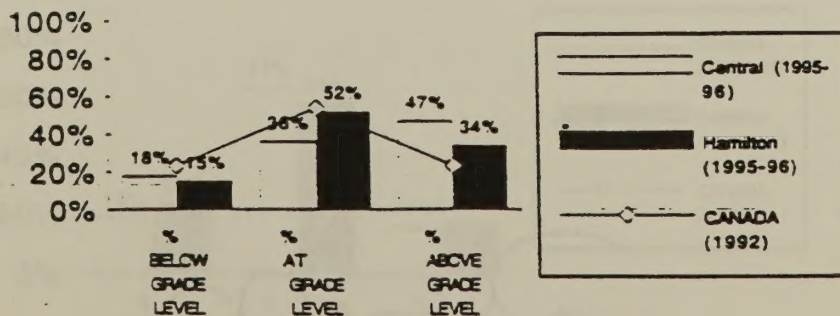
The CAT/2 testing was administered by teacher, assisted on occasion by principal. Seven students in the class were not included because of their recent arrival in Canada/

School Interpretation of CAT/2 Results in the School Context

Central School, the oldest public school in Upper Canada, is located in the downtown core of Hamilton. The enrolment is 150. Two thirds of the children attending Central School reside in high rise apartments. 45% of the students are new Canadians. The program is supported by an active Home and School Association. In our school this year, 83% of our grade three students scored at or above grade level on CAT/2 Total Score/Reading/Language/Mathematics. The validity of results (42% below grade level) in Mathematics, particularly computation, is questionable. Ongoing assessment indicates grade level competency.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

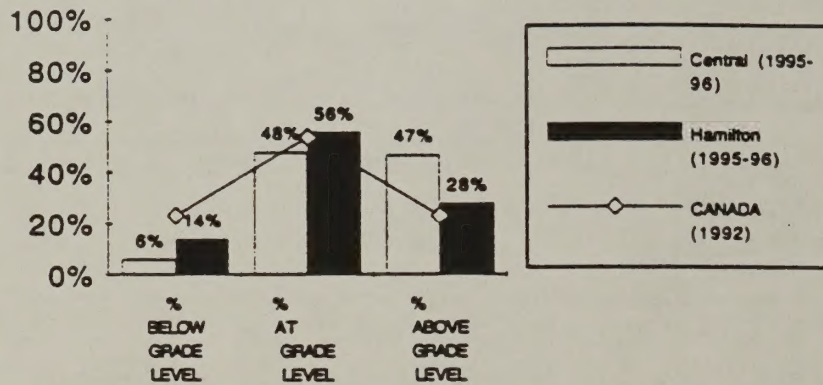


Grade 3: CAT/2 Summary

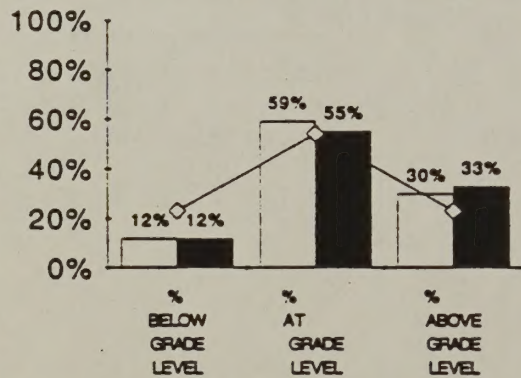
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Central (1995-96)	18%	36%	47%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Central (1994-95)	37%	37%	28%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

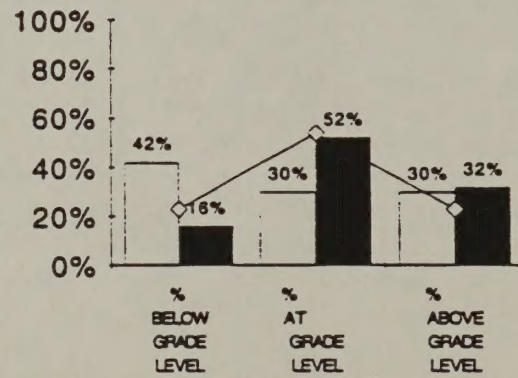
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The staff plans to continue the language and mathematic programs currently being delivered. The support staff, ie. ESL teacher, the learning resource teacher, the teacher librarian, contribute significantly to the success of our program.

March 18/96

Date

[Signature]

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

CHEDOKE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
155	1	6	148

General Comments on Students and the Testing Process in the School

The test was administered by the teachers of grade 6 English. The testing took place over a period of several days where interruptions were avoided through the communication of testing times/procedures. With the practice test we were able to exclude those students (ESL, Exceptional) where testing would be invalid.

School Interpretation of CAT/2 Results in the School Context

Chedoke Middle School serves the west mountain, taking in the population of five primary/junior schools - Buchanan Park, Gordon Price, Holbrook, Mountview and Seneca. We host a wide racial diversity with English as the dominant language. All socio-economic levels are evident with working middle class the predominant. We have a low incidence of mobility, however, it has shown some increase this year (5 - 10%). This does not include the transfer in/out of grade 6 & 8. Our school of 500 is organized into 18 grade classes (6-7-8); 2 S.L.D. classes (integrated partially); and 1 comprehensive class (self-contained).

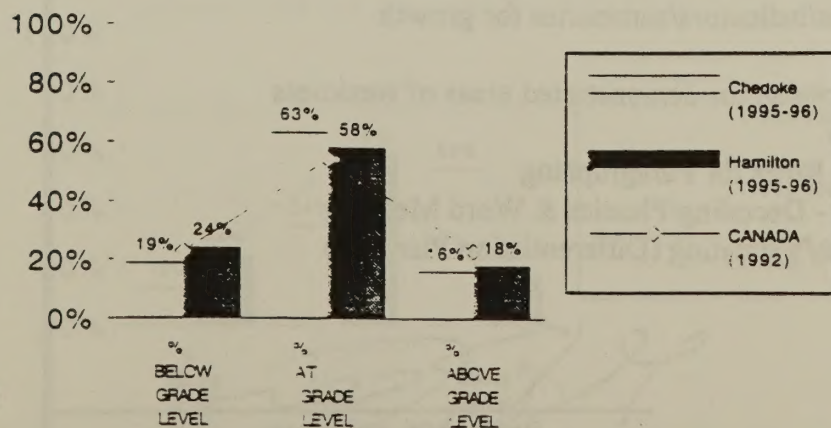
At Chedoke this year our grade 6 students scored well: 79% AT or ABOVE grade level on the CAT/2. Total score/Reading/Language/Mathematics.

Our students have demonstrated strengths in the mathematics area and in part we attribute this success to our grouping and re-grouping within the sixes/topic.

Mechanics of language was a clear weakness and will be addressed in our planning report.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

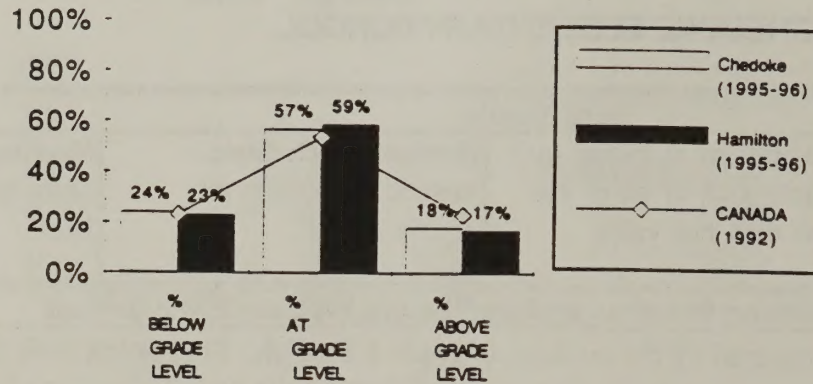


Grade 6: CAT/2 Summary

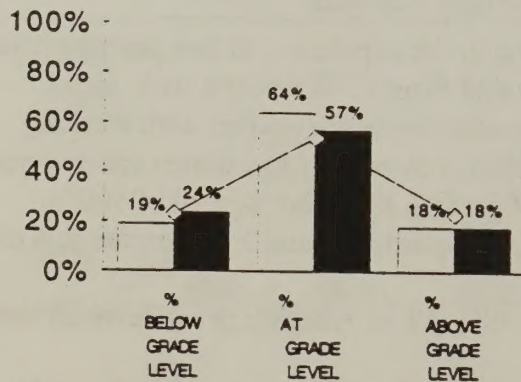
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Chedoke (1995-96)	19%	63%	16%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Chedoke (1994-95)	22%	66%	13%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

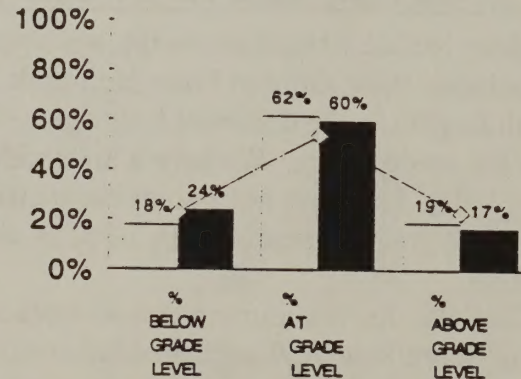
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- 95/96 - To continue to plan within a team approach (weekly)
- Principals of Chedoke & feeder schools meet monthly
 - Focus on manipulatives in mathematics
 - Focus on assessment/evaluation in all areas - develop portfolios
 - Redefine student groups as activities/skills change
 - To move to a withdrawal approach for AT RISK and EXCEPTIONAL to allow for greater individualization of programming.
 - Regular tracking of learning outcomes/indicators/summaries for growth
- 96/97 - Continue all of the above Plus.....
- Meet with teachers of grades 4 & 5 to plan for demonstrated areas of weakness
 - Focus on the Mechanics of Language
 - Capitalization - Punctuation - Rules for Paragraphing
 - Parts of Speech - Vocabulary - Decoding/Phonics & Word Meaning
 - Focus on the Thinking Process/Validating (Differentiation Planning)

96-4-4

Date

Principal's signature

Gr. 6 Chedoke

GRADE SIX

1995-96

DALEWOOD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
132	4	5	131

General Comments on Students and the Testing Process in the School

The Principal's Assistant coordinates the CAT/2 testing process for the five grade 6 classes. Students write the test in their regular Home Room class. All grade 6 students are new to Dalewood and were in the process of adjusting to the transition from Junior to Middle School at the time of testing.

School Interpretation of CAT/2 Results in the School Context

Dalewood School is a diverse community that covers a large geographic area. We describe our school as triple-track, French Immersion, English and Exceptional Programming. Students enter Dalewood from 2 specific feeder schools - G.R. Allan and Prince Philip. Approximately 20% are French Immersion students, 16% are gifted students. The test was invalid for some E.S.L. and Exceptional students.

In our school this year, 87% of our grade 6 students scored at or above grade level on the CAT/2 total score.

- 53% of our grade 6 students scored above grade level on the CAT/2 total score

In our school this year, 90% of our grade 6 students scored at or above level on the CAT/2 total Reading score.

- 55% scored above grade level on the CAT/2 total Reading score.

In our school this year, 88% of our grade 6 students scored at and above grade level on the CAT/2 total Language.

- 52% scored above grade level on the CAT/2 total Language.

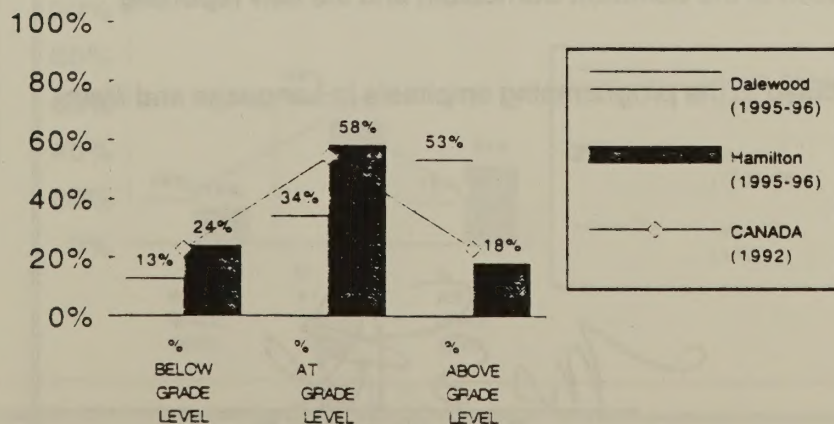
In our school this year, 92% of our grade 6 students scored at and above grade level on the CAT/2 total Mathematics.

- 42% scored above grade level in Mathematics.

Grade 6: CAT/2 Results, 1995-96

Grade 6: CAT/2 Summary

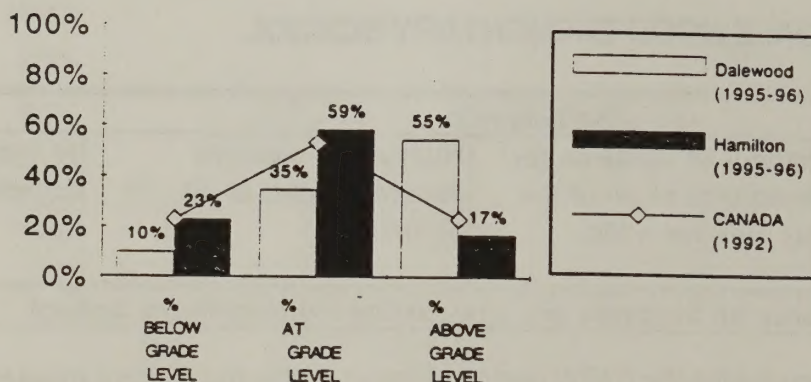
CAT/2 TOTAL SCORE



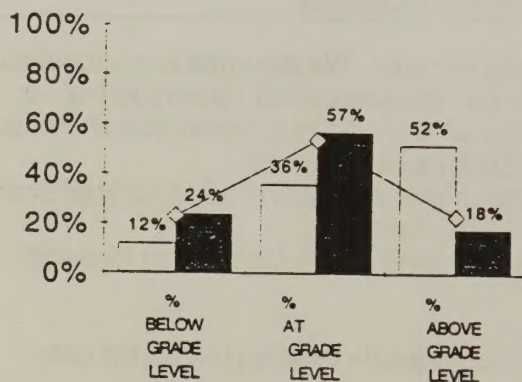
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Dalewood (1995-96)	13%	34%	53%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Dalewood (1994-95)	10%	54%	37%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

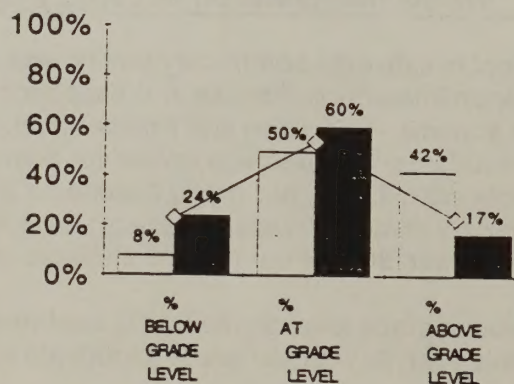
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Dalewood School was re-organized in the Fall of 1995 to address student needs. A new timetable was designed to create a larger block of Home-Room time - English/Math/Social Studies (one half of the day). This resulted in less mobility within the school.

CAT/2 results will be addressed when Dalewood School reviews their School Plan in June and sets new direction and priorities related to the implementation of the Common Curriculum and the new reporting system for the 1996/97 school year.

The success of the grade 6 students is also attributed to the programming emphasis in Language and Math in both of our Primary/Junior feeder schools.

April 4/96
Date

Ms. S. [Signature]
Principal's signature

GRADE THREE

1995-96

DR. J. E. DAVEY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
33	3	5	25

General Comments on Students and the Testing Process in the School

Somewhat quiet and secluded testing environment helped students focus on the activity.

School Interpretation of CAT/2 Results in the School Context

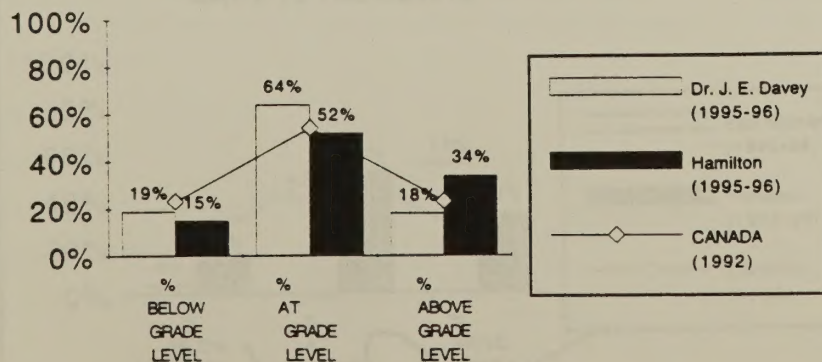
The school context includes one of the highest student mobility rates in the system, a large number of ESL students (40% of student population) and a neighbourhood containing the lowest per capita income in the region as well as a large number of families/persons on some form of social assistance. Other peripheral concerns that impact on school context are the concern for personal safety generated by the constant traffic flow around the school, the many unknown transient adults who frequent this neighbourhood and environmental issues that include the quality of air, noise pollution and the lack of open space.

Within this challenging school context environment are some very positive CAT/2 results for 1995/96. The following factors have contributed:

- a long-term planned school-wide focus on numeracy and literacy. It is an integral component of the school plan.
- both primary and junior teachers have incorporated this focus into their detailed plans.
- focussed classroom teaching using results of CAT/2 scores and curriculum resource documents such as CAT Links 2.
- all students in grades 1 to 5 take part in a pre-test post-test process to measure language skills and design program.
- a very effective W.T.R. program focussed on primary language skills.
- a very effective ESL program that addresses language needs from grades 1 to 5.
- remedial and enrichment programs designed by the LRT, after consultation with classroom teachers, to address student needs.
- a computer/library program with a focus on language acquisition.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

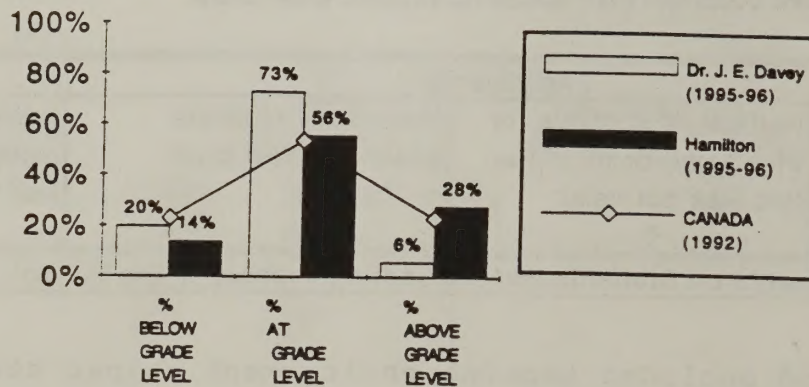


Grade 3: CAT/2 Summary

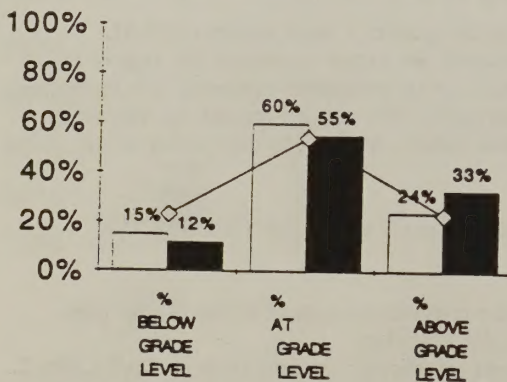
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Dr. J. E. Davey (1995-96)	19%	64%	18%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Dr. J. E. Davey (1994-95)	35%	50%	15%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

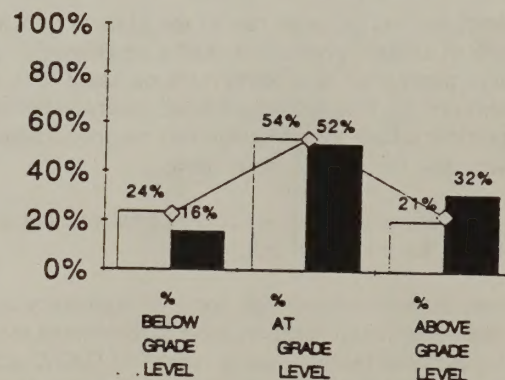
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The success of the 1995-96 Cat 2 scores suggests a continuation of the structure under the title "The Following Factors Have Contributed" discussed in the School Interpretations of CAT/2 Results in the School Context. There is already a greater emphasis on the numeracy program as the constant use of concrete materials/computer programs is being emphasized. It is expected that the downsizing of staff and the refocussing of program delivery under the guidelines of Common Curriculum will create some adjustments to this very successful structure.

Apr. 01/96.
Date

D. Asplund
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

EARL KITCHENER ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 74	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 0	Number of students completing entire test: 74
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General Comments on Students and the Testing Process in the School

The Cat/2 test was administered by the classroom teachers and learning resource teacher, all of whom had reviewed the testing procedures and attended an information meeting. A practice test was administered to screen the abilities of the students and thus their appropriateness to be tested. All of our students were tested.

Earl Kitchener has 74 students registered in Grade 3. 36 of these are in the English track while 38 students are in the French track. In the English track, 11 students are French track changes. It is important to note that the Canadian Achievement Test measures the accumulated learning of children during the J.K. to Grade 2 years.

School Interpretation of CAT/2 Results in the School Context

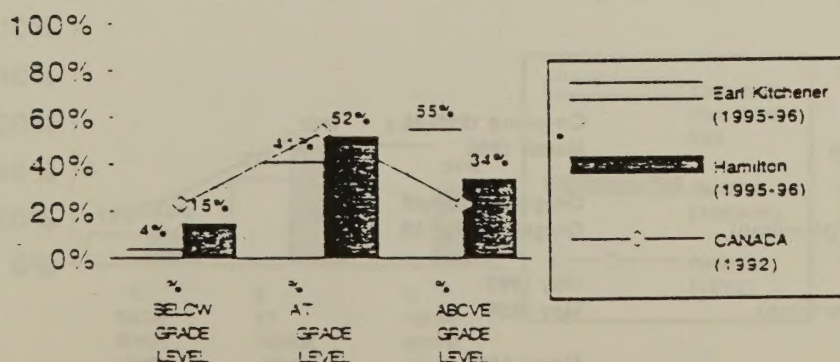
At Earl Kitchener on the entire test, 96% of the students achieved at or above grade level compared to 86% across Hamilton and 77% across Canada. In our school 74 students were tested, therefore, 1.35 students represents a 1% change in the test results.

(The comparison scores for Hamilton and Canada are represented as %H, %C)

At Earl Kitchener 93% (84%H, 77%C) of the students achieved at or above grade level overall in reading; 100% (88%H, 77%C) at or above grade level in language; 93% (84%H, 77%C) at or above grade level in mathematics. Spelling is not reported because it's validity is questioned by the test center. It appears to test proof reading rather than Spelling. All test results reflect skills in English language.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

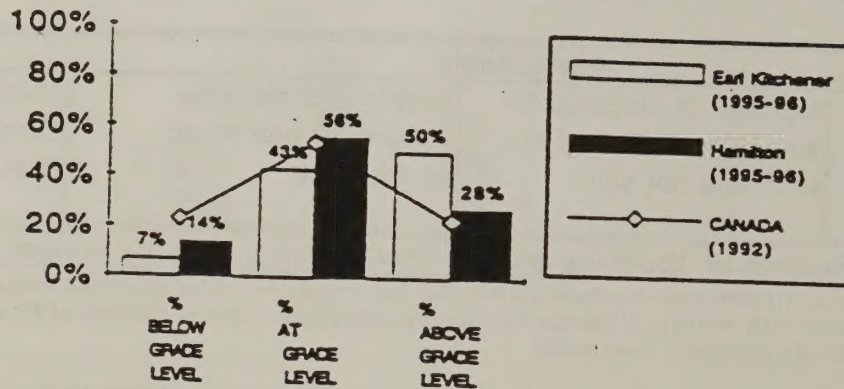


Grade 3: CAT/2 Summary

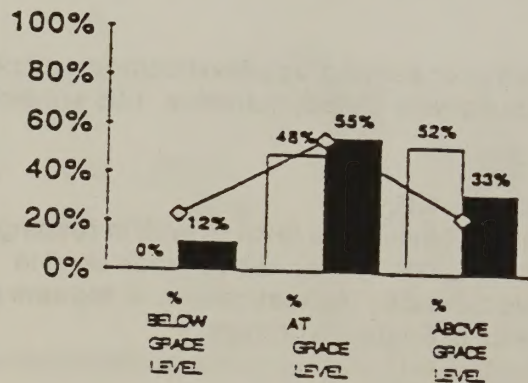
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Earl Kitchener (1995-96)	4%	41%	55%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Earl Kitchener (1994-95)	16%	44%	39%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

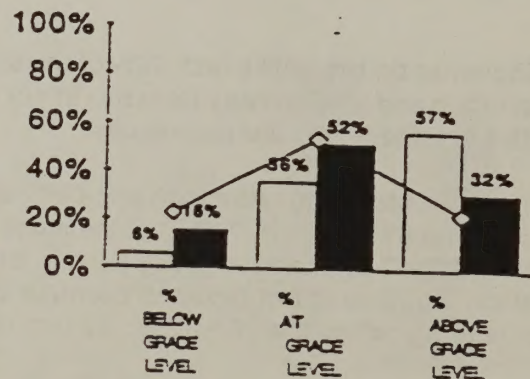
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Although the numbers indicate that the grade 3 students scored at a higher level this year than last year, it is not appropriate to compare one group of children with the other group.

Last year, the school results indicated that a focus on the Common Curriculum would be used to maintain a quality program appropriate to the needs of all students.

It is intended that the current programming practices be maintained as they relate to the Common Curriculum and that in-service related to the Common Curriculum and Ministry Standards continue as outlined below. Throughout the 1995-96 school year the Mathematics standards document has been the professional development focus. Language standards will be addressed in the Spring and implemented in the Fall.

In-service and Program Supports:

1. Assessment Strategies

- In general
- In Mathematics

On-going 1995-96
March 1996

2. Mathematics Standards (Ministry)

Mathematics Outcomes Based Document (Hamilton)

On-going 1995-96
On-going 1995-96

3. Language Standards (Ministry)

Language Outcomes Based Document (Hamilton)

May 1996
May 1996

4. Reporting Systems

March 1996

These results will be shared with primary teachers to reinforce the need for continuous quality programming through the grades. Program supports will continue to be delivered through the learning resource role. It is generally believed that the programme delivery has provided the students with a diversified range of challenges and opportunities for success.

Through the school organizational planning for 1996-1997, the learning resource model is being reviewed to improve the program support needed by the students.

Gr. 3 Earl Kitchener

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

EASTMOUNT PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 5	Number of students completing entire test: 24
29			

General Comments on Students and the Testing Process in the School

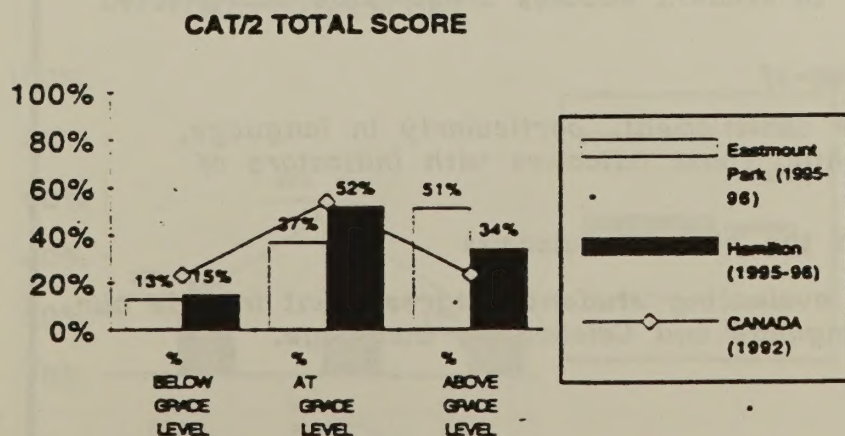
The CAT/2 test was administered by the teachers of the grade 2/3 and 3/4 students during the month of November. During the pre-screening process, one student scored below the expected result, however the teacher's daily observation & assessments did not reflect that score as the norm for the student, so that pupil's were included in our data.

School Interpretation of CAT/2 Results in the School Context

As noted in the CAT/2 Summary, below 88% of the students at Eastmount Park scored at or above grade level. This is an increase of 4% over last year and may be reflective of a variety of factors. Examination of the possible factors is part of the action plan being developed by the staff. In each of the areas of Math, Language and overall results Eastmount Park students scored below the national and Hamilton levels for students whose results are below grade.

Grade 3: CAT/2 Results, 1995-96

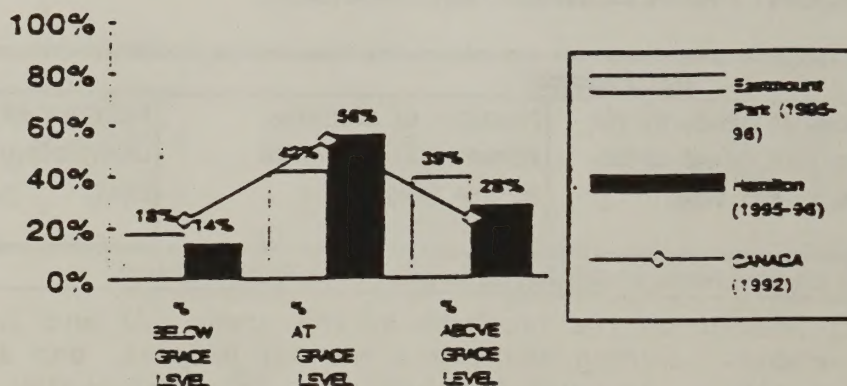
Grade 3: CAT/2 Summary



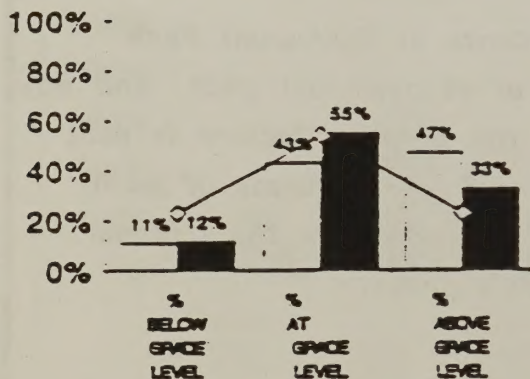
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Eastmount Park (1995-96)	13%	37%	51%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Eastmount Park (1994-95)	18%	54%	30%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

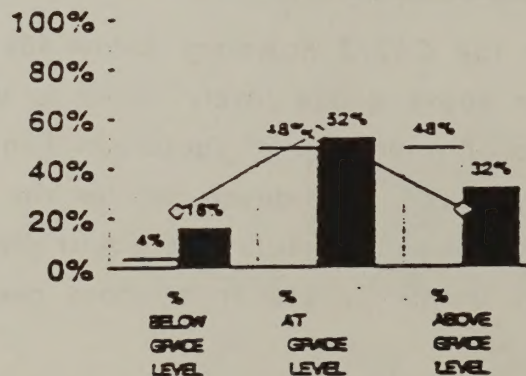
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

By the end of March 1996 the staff had had the opportunity to see the results of the CAT/2. The development of an action plan began with a meeting and discussion with a member of the Programme Department from our Board. By the end of the school year the staff will have

- (1) reviewed the factors contributing to student success school-wide as reflected in CAT/2 scores
- (2) examined areas to focus on in 1996-97
- (3) set intended outcomes for student achievement, particularly in language, on a school-wide basis, and matching those outcomes with indicators of success
- (4) developed strategies to accomplish the planned outcomes

The above steps will include forms of evaluating student progress that include our curriculum documents *Growing Into Language* and *Celebrating Language*.

April 4, 1996

Date

E.B. Roosie

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

ELIZABETH BAGSHAW ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: (Nov/Dec)95	Number of students for whom part or all of the test was not valid: 9	Number of students absent for part or all of the test: 0	Number of students completing entire test: 86
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General Comments on Students and the Testing Process in the School

- The guidance counsellor co-ordinates the testing process, but the English/history teacher administers all components of the CAT/2 in our school. In the future, the guidance counsellor will administer practices and CAT/2 tests
- Our guidance counsellor and LRT attend CAT inservices, and in turn inservice the staff and provide information for the parents
- student transfer: 9% mobility

School Interpretation of CAT/2 Results in the School Context

Nature of School:

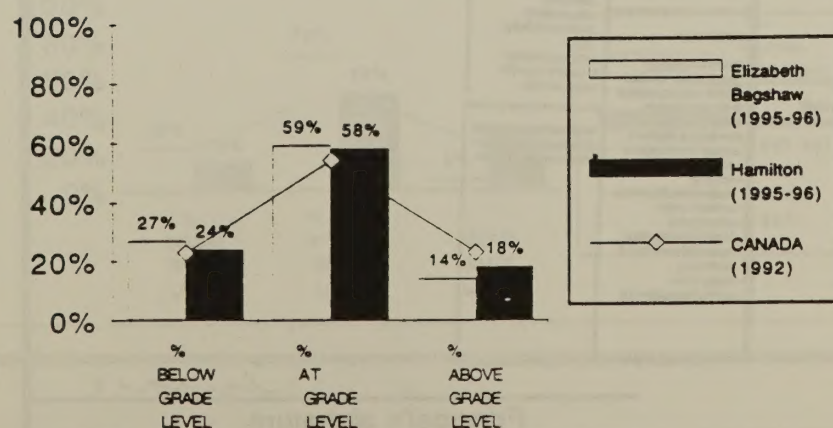
- 16% of student body require partial or intensive ESL support
- large special needs component including self-contained classes – SLD, Comprehension and Speech and Language

Need: More than 45% of the Gr. 6 student population entering Bagshaw are below the 25 percentile in reading and language (50+% in language expression)

Summary of Results: The percentage of our Grade 6 students who scored AT or ABOVE grade level on the following CAT/2 Tests are: Total Score – 73% Math – 68% Language – 68% Reading – 70%

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

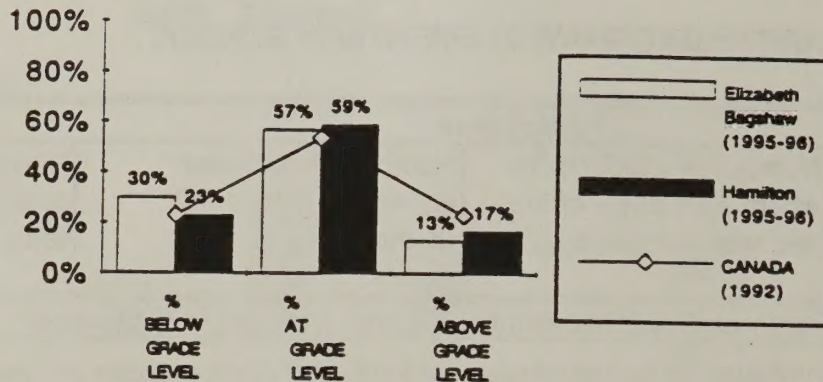


Grade 6: CAT/2 Summary

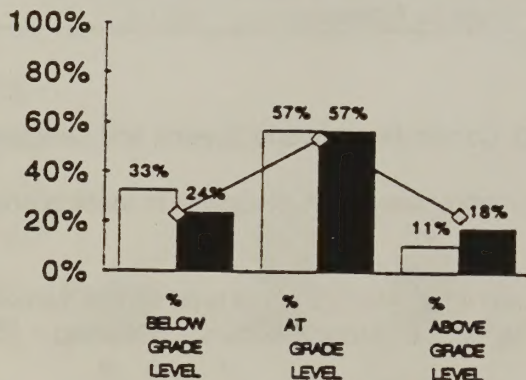
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Elizabeth Bagshaw (1995-96)	27%	59%	14%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Elizabeth Bagshaw (1994-95)	52%	43%	5%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

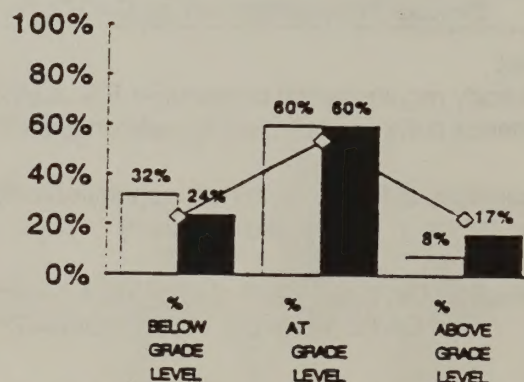
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

SCHOOL PLANNING RESPONSE (1994-95)

REVIEW (Progress Report)
Results shared staff - operation meeting teacher school - report to principals
Staff interviewed in interpreting results for March interviews
Overview of results shared in newsletter
In three workshops staff interviewed on: - Common Curriculum Policy Documents - Board Language Outcomes Documents - Provincial Standards in Language - Writing Outcomes/Assessments - How Documents feed in Board Curriculum Documents
From CAT results, teacher observations, DART records, as very specific data was collected for each student (by 1995-96 classes)
Teachers used above data to assess individual and class needs
CAT Links 2 was used to connect test results to Board language documents
A school wide theme using language outcomes across the curriculum was developed
A spiral math program was ensured through use of the 1993 Seasonal Organizer & Math Quest Manual

CAT/2 Results: School Planning Report

Elizabeth Bagshaw
Grade 6 (1995-1996)

Areas of Focus/Emphasis	Areas of Focus/Emphasis	Areas of Focus/Emphasis
Share CAT/2 Results, 1995-96 with the School Community	Math Competency in Basic Skills Development of Awareness of Language in Math Application of Skills in Problem Solving and Thinking Skills Language Focus on reading strategies (e.g. teacher group events related to student needs) directed toward developing student's explicit knowledge of: - planning skills - reading comprehension skills - self-talk skills - phonogram knowledge/sounding rules (for reading & decoding) - study skills - written language use	Language (writing) - organization of paragraphs/essays (in grammar) - writing (narrative, descriptive, expository, persuasive) - thinking skills for reasoning, analysis, evaluation - problem-solving skills - writing process (address specific weaknesses)
School/Student Needs Assessment		Increase integration of integration of skills across the curriculum

1996 03 19

Date

Principal's signature

Gr. 6 Elizabeth Bagshaw

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

FAIRFIELD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
24	4	8	18

General Comments on Students and the Testing Process in the School

Canadian Achievement Testing at Fairfield is administered and co-ordinated by the Principal to all eligible Grade 3 students. A total of 3 separate In-Service Sessions regarding CAT format have been attended during the 1995/96 school year. Information is then shared with teachers.

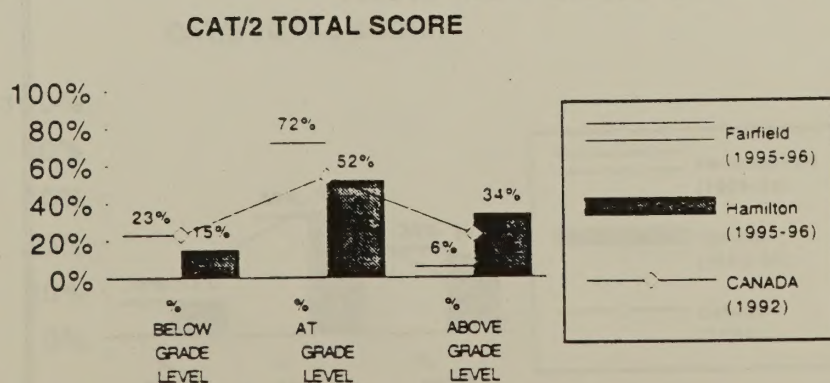
School Interpretation of CAT/2 Results in the School Context

Fairfield School represents a community which places emphasis on the traditional values of manners, hard work & learning. It is a community which has a variety of ethnic backgrounds and a strong work ethic. Typical housing in the area is single family dwellings from the post war era, with a number of duplexes and rental units. The occupations range from transportation and construction to food service and small business. Although most families attempt to have both parents working, the recent economic climate has had detrimental effects and unemployment has been high. There exists a solid core of stable families who send the children to school rested, well fed and neatly attired. These children are helped with their homework, read to and supported in their school activities. There are families who cannot give this same high priority to the work their children are exposed to and they are often transient in nature. During the past school year, 106 transfers in and out of a school population of 240 were recorded.

The students in the Fairfield test group this year represent a very small sampling:

- 81% scored at or above average for reading
- 77% scored at or above average for language
- 51% scored at or above average for mathematics

Grade 3: CAT/2 Results, 1995-96

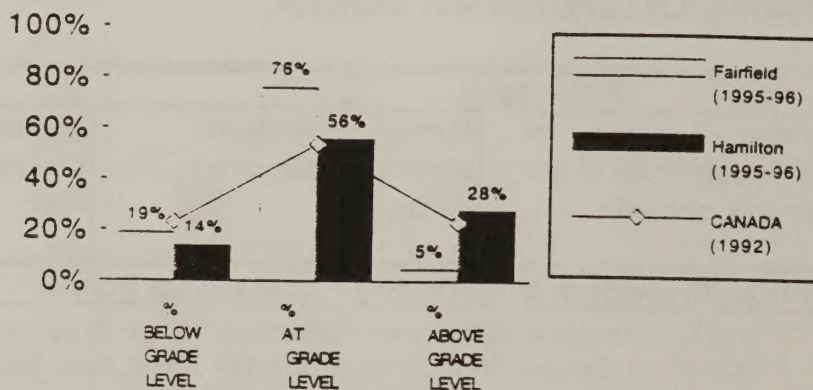


Grade 3: CAT/2 Summary

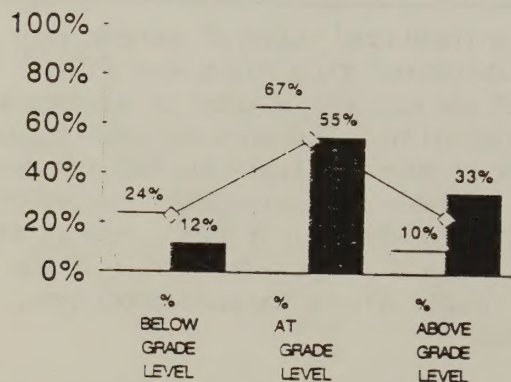
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Fairfield (1995-96)	23%	72%	6%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Fairfield (1994-95)	33%	59%	7%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

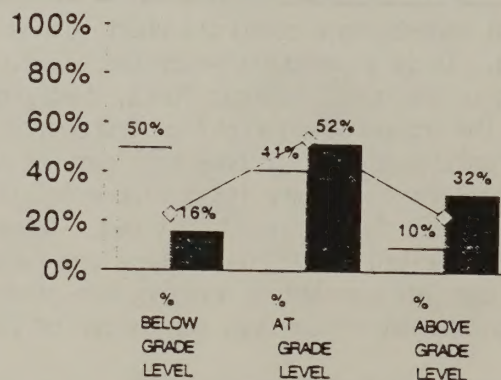
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Planning to address Literacy in reading and writing will continue to maintain a high priority.

Review of the test samples in mathematics and comparison with the Learning Outcomes in the Common Curriculum will address Mathematics issues which arise.

March 29, 1996
Date

[Signature]
Principal's signature

GRADE THREE

1995-96

FERNWOOD PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
31	3	0	28

General Comments on Students and the Testing Process in the School

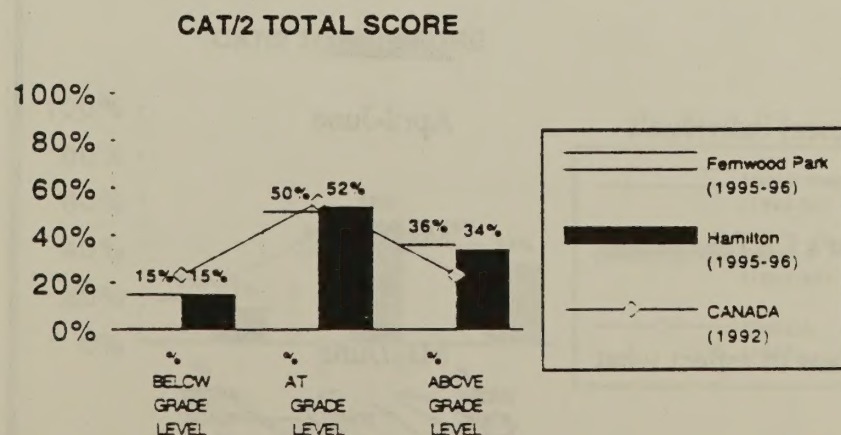
The tests were administered by the grade teacher in accordance with the test administration directions, spacing the test sessions as directions recommended. The principal and the Learning Resource Teacher provide inservice as needed to teachers to help them interpret results and explain them to parents.

School Interpretation of CAT/2 Results in the School Context

Fernwood Park School's community is predominantly residential. The 1991 Census Canada report shows that only 28% of our families moved within a five year period. Lone parent families identified themselves at 9% of our student population. Our school finds our parents to be well informed and supportively involved in the educational process. The size of our Grade 3 population is small, therefore the C.A.T./2 results must be interpreted very cautiously. This said, they are still useful to us as we identify individual, small and large group learning needs of our Grade 3 students. They also help us prepare our curriculum plans for all our grade classes. In our school this year 86% of our students scored at and above grade level on the CAT/2 Total Score/Reading/Language/Mathematics, compared to 86% across Hamilton and 77% nationally. Significantly, 36% of our students scored above grade level as compared to 34% across Hamilton and 23% nationally. We need to continue to work hard to maintain and improve our students' success in these academic areas.

Grade 3: CAT/2 Results, 1995-96

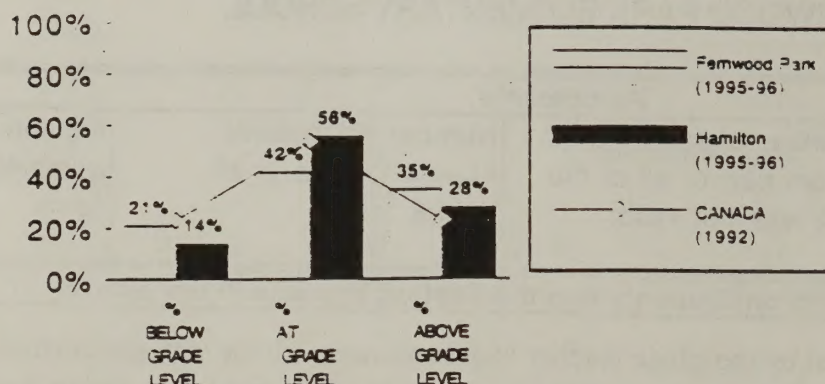
Grade 3: CAT/2 Summary



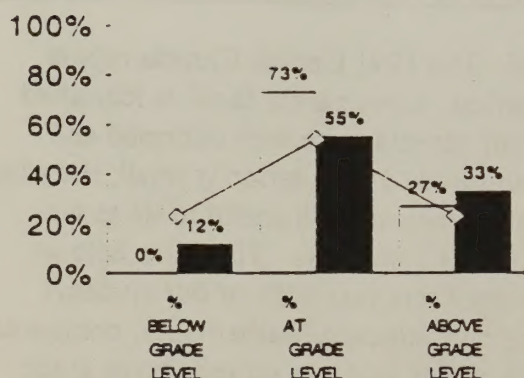
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Fernwood Park (1995-96)	15%	50%	36%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Fernwood Park (1994-95)	22%	57%	22%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

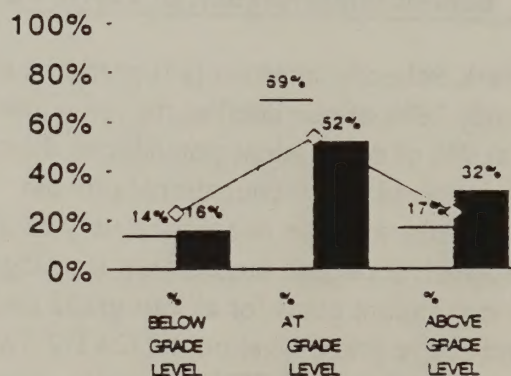
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year action plans were developed by both the primary and junior school curriculum teams. These plans are being implemented and progress will be reviewed during May and June. Outcomes will be evaluated in light of this year's CAT/2 results as well as teacher observations and a variety of assessment strategies used frequently to provide a more accurate and complete profile of the academic progress of our students.

Process

1. Identify at-risk (below grade level performance) individuals and target for extra remedial support.
2. Curriculum teams review progress (this year's CAT/2 results as well as teacher observations).
3. Establish priorities. Develop new action plans to reflect what is learned during review.

Timelines

April-June

May/June

May/June

April 2/96
Date

Robert Foss
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

FRANKLIN ROAD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 45	Number of students for whom part or all of the test was not valid: 4	Number of students absent for part or all of the test: 7	Number of students completing entire test: 34
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General Comments on Students and the Testing Process in the School

The CAT₂ is administered by the grade three teachers. In-service is provided through the Board. The principal acted as a resource to the teachers

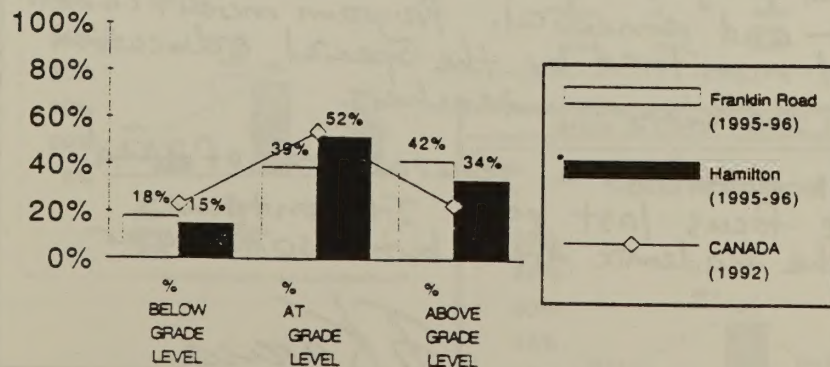
School Interpretation of CAT/2 Results in the School Context

Franklin Road has students from junior Kindergarten to grade five. We have one class which supports students with special needs. Our enrollment has stabilized at approximately 325 students who represent a variety of ethnic groups. We have a teaching staff with several years of primary and junior experience.

This year, 82% of our grade three students scored at or above grade level. Four of our students are being tested for the gifted program. Almost half of our grade threes are above grade level.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

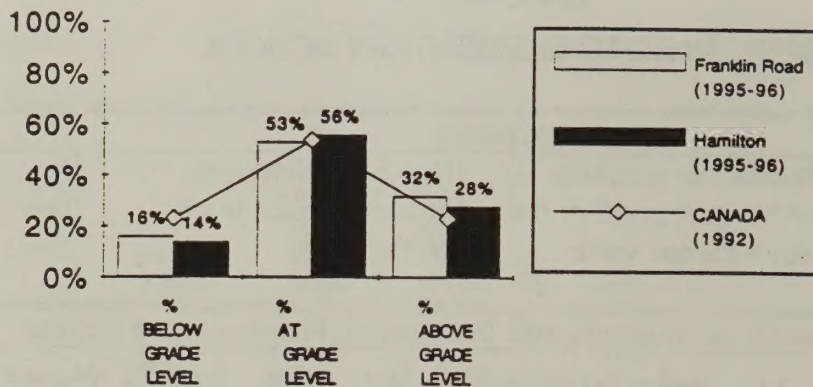


Grade 3: CAT/2 Summary

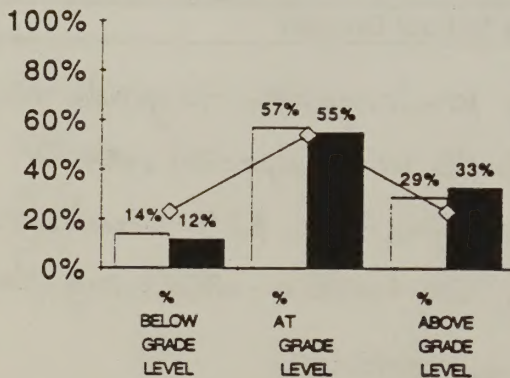
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Franklin Road (1995-96)	18%	39%	42%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Franklin Road (1994-95)	9%	62%	30%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

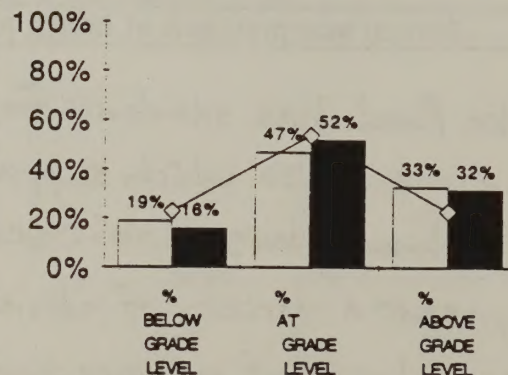
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

At Franklin Road School we address the needs of our students by modifying classroom program. The teachers are supported through our Special Education Team - Learning Resource Teacher; Junior teachers with French release time; Speech and Language teacher; primary teacher representative. Further ideas are generated through program DARTs.

Teacher observation, CAT₂ results, informal tests, individual tests are used to group and program for students with similar needs - enrichment and remedial. Program modification and support is planned and monitored by the Special Education Team, in consultation with the classroom teachers.

Problem solving skills was noted as a general area of need and became a school-wide focus last year. It continues this year - not only for the academic areas but also for our social skills program.

96-04-04

Date

F. Kaus

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)
GRADE THREE
1995-96
G. L. ARMSTRONG SCHOOL

Participants

Number of students enrolled in grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
54	3	8	45

General comments on Students and the testing Process in the School

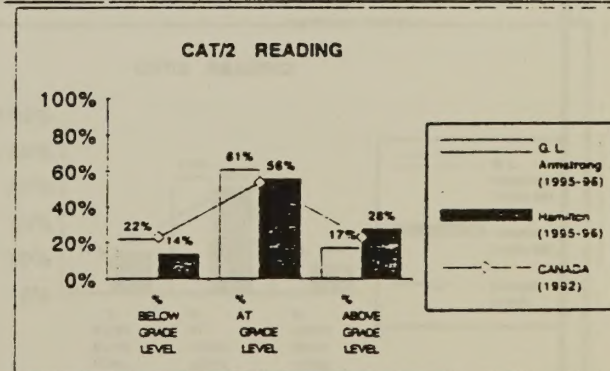
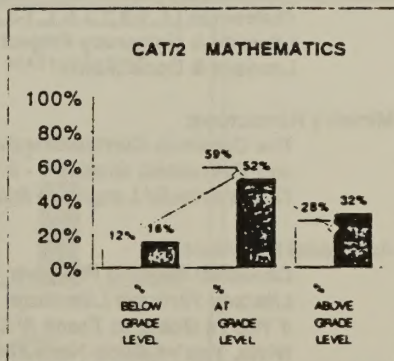
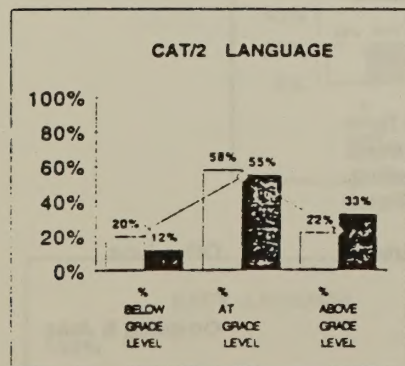
The CAT/2 was co-ordinated by the L.R.T. and co-administered by the L.R.T. and the classroom teachers. The Project Team Leader for Assessment, Evaluation and Reporting, R. Chapman, observed and assisted in one of the grade 3 classrooms. The school population consists mainly of English speaking students although there is an increasing number of E.S.L. students in the primary/junior grades. School personnel feel this is an accurate reflection of the achievement of our grade 3's, although there was some concern expressed over the fact that if some of the Mathematics problems had been presented orally to those students with reading difficulties the results would have been higher.

School Interpretation of CAT/2 Results in the School Context

George L. Armstrong is a large JK-8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (<10% turnover rate) community is mainly comprised of families whose first language is English. The school has an equal number of students in the Junior School (JK-5) and Middle School (6-8). Our Learning Centres provide programming for a large number of students including 'at risk' and Learning Disabled students as well as Deaf/Hard of Hearing and E.S.L. students. The school has a very active Parent Advisory Committee whose efforts range from fundraising to parent education.

SUMMARY STATEMENTS:

In our school 80% of our students scored At or Above Grade Level on the total test as compared to 77% in Hamilton and 77% nationally. On the Reading results 78% of our students scored At or Above Grade Level compared to 84% across Hamilton and 77% nationally and on the Language results 80% of our students scored At or Above Grade Level compared to 88 % across Hamilton and 77 % nationally. On the Mathematics results 87% of our students scored At or Above Grade Level compared to 84% across Hamilton and 77% nationally. Based on the Norm Referenced results as well as other classroom observations and results and with respect to the specific areas addressed we have identified Spelling and Language Expression as a focus for next year.



Grade 3: CAT/2 Results, 1995-96		Grade 3: CAT/2 Summary																																								
CAT/2 TOTAL SCORE <table><thead><tr><th></th><th>% BELOW GRADE LEVEL</th><th>% AT GRADE LEVEL</th><th>% ABOVE GRADE LEVEL</th></tr></thead><tbody><tr><td>G.L. Armstrong (1995-96)</td><td>20%</td><td>80%</td><td>20%</td></tr><tr><td>Hamilton (1995-96)</td><td>15%</td><td>52%</td><td>34%</td></tr><tr><td>CANADA (1992)</td><td>23%</td><td>54%</td><td>23%</td></tr></tbody></table>			% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL	G.L. Armstrong (1995-96)	20%	80%	20%	Hamilton (1995-96)	15%	52%	34%	CANADA (1992)	23%	54%	23%	<table><thead><tr><th>CAT/2 TOTAL SCORE</th><th>% BELOW GRADE LEVEL</th><th>% AT GRADE LEVEL</th><th>% ABOVE GRADE LEVEL</th></tr></thead><tbody><tr><td>G.L. Armstrong (1995-96)</td><td>20%</td><td>60%</td><td>20%</td></tr><tr><td>Hamilton (1995-96)</td><td>15%</td><td>52%</td><td>34%</td></tr><tr><td>CANADA (1992)</td><td>23%</td><td>54%</td><td>23%</td></tr><tr><td>G.L. Armstrong (1994-95)</td><td>27%</td><td>44%</td><td>29%</td></tr><tr><td>Hamilton (1994-95)</td><td>22%</td><td>53%</td><td>24%</td></tr></tbody></table>	CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL	G.L. Armstrong (1995-96)	20%	60%	20%	Hamilton (1995-96)	15%	52%	34%	CANADA (1992)	23%	54%	23%	G.L. Armstrong (1994-95)	27%	44%	29%	Hamilton (1994-95)	22%	53%	24%
	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL																																							
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Hamilton (1994-95)	22%	53%	24%																																							

School Planning Response

1994-'95

AREA(S) OF FOCUS:

Grade 3

READING (Word Analysis)

PROCESS

Review curriculum/teaching materials/strategies

TIMELINE

June - Sept.

Develop strategies to address Word Analysis (e.g. phonemic awareness, oral shared reading, reading buddies, sound/symbol awareness activities)

Sept.

Use Board and Ministry resources

Implement strategies

Oct. - May

Review

June

1995 - '96

AREA(S) OF FOCUS:

Grade 3

SPELLING
LANGUAGE EXPRESSION

PROCESS

Share information with:

L.R.T.

Classroom teachers

Parents through newsletter/information night

RESOURCES

CAT/2 1995-'96 results

CAT links/2

TIMELINE

May - June

Review current curriculum/ teaching materials/ methodologies with teachers

Hamilton Learning Outcomes Documents (Language)

Spelling Sense

Growing Into Language

Canadian Spelling Program

Literacy & Numeracy Project Team

Leaders & Consultants

May - June

Brainstorm strategies/teaching materials to address areas of concern

June

Develop action plan focusing on specific skills (refer to Administrator's Summary)

Board Resources:

CAT links/2

Growing Into Language

Spelling Sense

Hamilton Language Learning

Outcomes (L.1-3.2.3 & L.1-3.2.5)

Literacy & Numeracy Project team

Leaders & Consultants

June - Sept.

Ministry Resources:

The Common Curriculum: Policies

and Outcomes, Grades 1 - 9

The Provincial Language Standards

Additional Resources:

Canadian Spelling Program

Literacy Through Literature

If You're Going to Teach A Kid To

Write, You've Gotta Have This Book

Computer (Student Writing/Spelling

Portfolios - Individual Floppy Disks)

Oct. - June

Implement Action Plan using suggested resources

Student Writing /Spelling Portfolios - entries throughout the implementation period

On-going & June

Review by comparing the portfolio entries at beginning & end of process as well as throughout the process

NOTE: In addition, we will target individual students identified through the D.A.R.T. process and we will assist students, teachers and parents to address areas needing improvement or enrichment through additional support and specific resources and strategies based on the stage of development and identified need.

March 27/96
Date

K. W. Bain
Principal's signature

Gr. 3 G. L. Armstrong

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1995-1996

G. L. ARMSTRONG SCHOOL

Participants

Number of students enrolled in grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
112	1	29	85

General Comments on Students and the Testing Process in the School

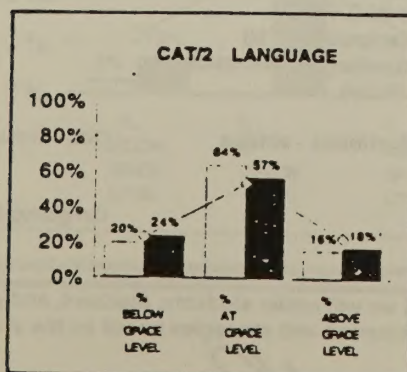
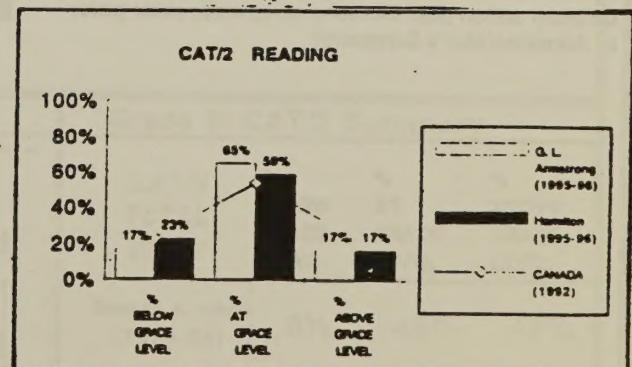
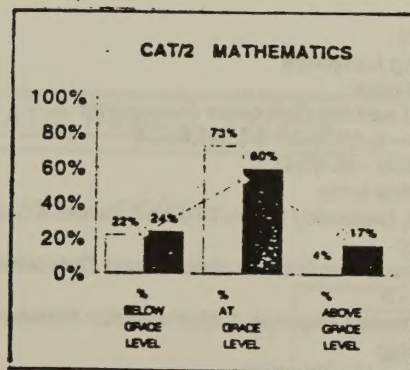
The CAT/2 was co-ordinated by the L.R.T. and administered by the Grade 6 classroom teachers. The Grade six population consists mainly of students whose mother tongue is English although there are some E. S. L. students. School personnel feel this is an accurate reflection of the achievement of the grade 6's.

School Interpretation of CAT/2 Results in the School Context

G. L. Armstrong is a large JK-8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (<10% turnover rate) community is mainly comprised of families whose first language is English, although there is an increasing number of E. S. L. students. The school has an equal number of students in the Junior School (JK-5) and the Middle School (6-8). Our Middle School Learning Centre provides programming for a large number of students in a Comprehensive class, Specific Learning Disabilities class and Deaf/Hard of Hearing class. Our Middle School receives students from Linden Park, Eastmount Park, Queensdale and Peace Memorial Schools. The school has a very active Parent Advisory Committee whose efforts range from fundraising to parent education.

SUMMARY STATEMENTS:

In our school 79 % of our grade 6 students scored At or Above Grade Level on the total test as compared to 76 % in Hamilton and 77 % nationally. On the Reading results 82% of our students scored At or Above Grade Level compared to 76% across Hamilton and 77% nationally. On the Language results 80% of our students scored At or Above Grade Level compared to 75% across Hamilton and 77 % nationally. On the Mathematics results 77% of our students scored At or Above Grade Level compared to 77% across Hamilton and 77 % nationally. Based on the Norm referenced results as well as other classroom observations and results and with respect to the specific areas addressed we have identified Spelling, Language Mechanics and Mathematical Computation as a focus for next year.



Grade 6: CAT/2 Results, 1995-96			
CAT/2 TOTAL SCORE			
100%	80%	60%	40%
20%	20%	20%	20%
0%	0%	0%	0%
% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL	
20%	65%	14%	
24%	58%	18%	
23%	54%	23%	
32%	51%	17%	
31%	54%	14%	

Grade 6: CAT/2 Summary			
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
G. L. Armstrong (1995-96)	20%	65%	14%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
G. L. Armstrong (1994-95)	32%	51%	17%
Hamilton (1994-95)	31%	54%	14%

School Planning Process

1994 - '95

AREA(S) OF FOCUS:

Grade 6

LANGUAGE MECHANICS (proof reading, editing skills, capitals, punctuation)

PROCESS

TIMELINE

Review curriculum/teaching materials/methodologies

June - Sept.

Develop strategies to address Language Mechanics (e. g. cloze exercises, proof reading strategies (reading backwards, reading aloud, buddies)

Sept.

Use Board and Ministry resources

Implement strategies

Oct. - May

Review

June

1995 - '96

AREA(S) OF FOCUS

Grade 6

SPELLING
LANGUAGE MECHANICS
MATHEMATICS COMPUTATIONS

PROCESS

RESOURCES

TIMELINE

Share information with:

L. R. T.

Classroom teachers

Parents through newsletter/information night

CAT/2 1995 - '96 results
CATlinks/2

May - June

Review current curriculum/teaching materials/ methodologies with teachers

Hamilton Learning Outcomes Documents (Language & Mathematics)
Spelling Sense & Spelling Texts used
Celebrating Language
Mathematics texts used
Literacy & Numeracy Project Team Leaders & Consultants

May - June

Brainstorm strategies/teaching materials to address areas of concern

June

Develop action plan focusing on specific skills (refer to Administrator's Summary)

Board Resources:

June - Sept.

CATlinks/2

Celebrating Language

Spelling Sense

Hamilton Learning Outcomes Documents

Language - L.4(5,6).2.6 & L.4(5,6).2.5

Mathematics - M.4(5,6).1.

Mathematics texts

Literacy & Numeracy Project Team Leaders & Consultants

Ministry Resources:

The Common Curriculum: Policies and Outcomes, Grades 1 - 9

The Provincial Language & Mathematics Standards

Additional Resources:

Word Sense (Jo Phoenix)

Focus on Renewal of Mathematics (N.C.T.M.)

Mathematics Assessment (N.C.T.M.)

Mathematics Activity Booklets (N.C.T.M.)

Middle School Mathematics Manipulatives kit

Computers (Student Writing/Spelling/Mathematics

Portfolios - Individual Floppy Disks)

Implement Action Plan using suggested resources

Student Writing/Spelling/Mathematics Portfolios - entries throughout the implementation period

Oct. - June

Review by comparing the portfolios at beginning & end of process as well as throughout the process

On-going & June

Note: In addition, we will target individual students identified through the D>A>R>T> process and we will assist students, teachers, and parents to address areas needing improvement or enrichment through additional support and specific resources and strategies based on the stage of development and identified need.

March 27/96
Date

K. Baer
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

GEORGE R. ALLAN ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
75	4	0	71

General Comments on Students and the Testing Process in the School

- . testing co-ordinated for 3 Grade 3 classes by V.P. and Grade 3 teachers
- . all testing administered by vice-principal
- . inservice(s) provided for teachers and parents by v.p. and system in-service
- . half of participants are French Immersion students
- . less than 10% of participants are ESL and/or Exceptional students
- . testing times were staggered for each class, as per recommendation

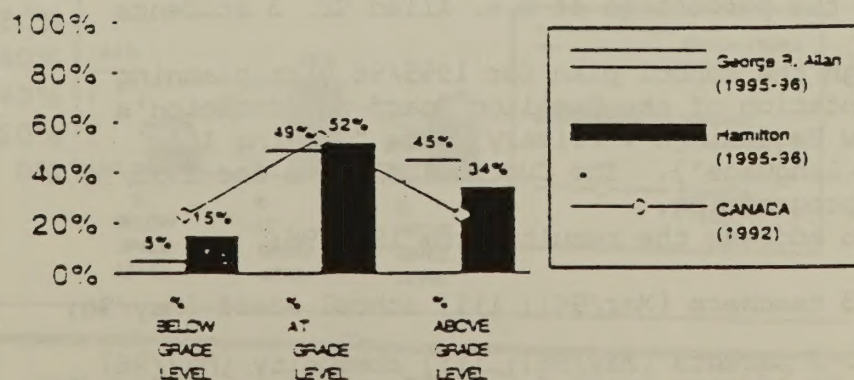
School Interpretation of CAT/2 Results in the School Context

- . JK-5 Junior Elementary School of 500 students
- . Dual-track French Immersion & English Programs
- . Stable community closely related to McMaster University
- . Student transfer rate of 5% (approx. 50 students transfer in and out during the year)
- . Strong support from parents through Home & School Association & parent volunteer programs
- . Small ESL population linked to McMaster University
- . 80% of adult population has post-secondary school education

At George R. Allan, 95% of our Grade 3 students scored at or above grade level on the CAT/2 total test compared to 86% across Hamilton and 77% nationally.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE



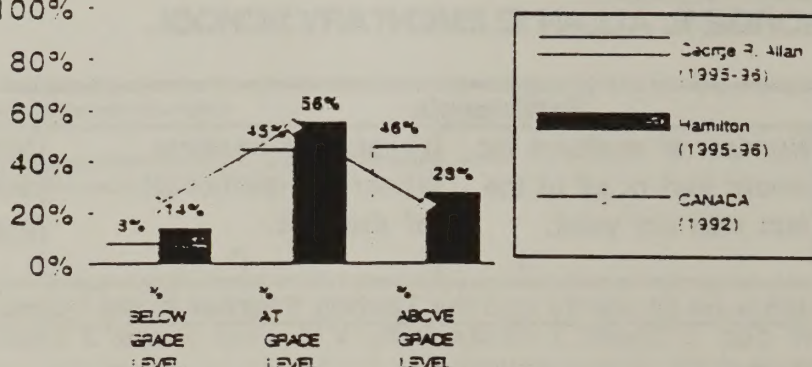
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
George R. Allan (1995-96)	5%	49%	45%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
George R. Allan (1994-95)	12%	43%	45%
Hamilton (1994-95)	22%	53%	24%

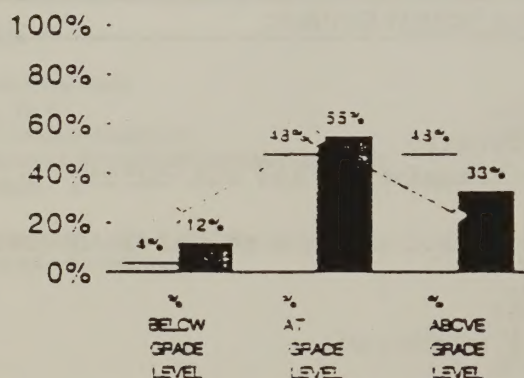
Grade 3: CAT/2 Results, 1995-96 (continued)

At George R. Allan
91% of our Grade 3
students scored
at or above grade 100%
level on the
Reading Test
compared to 84%
across Hamilton,
and 77% nationally.

CAT/2 READING

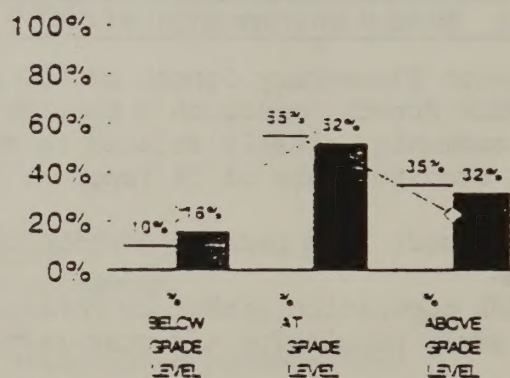


CAT/2 LANGUAGE



**

CAT/2 MATHEMATICS



School Progress and Planning Report

** At George R. Allan, 96% of our students scored at or above grade level on the Language Test compared to 88% across Hamilton, and 77% nationally.

*** At George R. Allan 90% of our students scored at or above grade level on the Mathematics Test compared to 84% across Hamilton and 77% nationally.

In all sub tests, G.R. Allan Gr. 3 students were above local and national standards. In all sub tests, the percentage of G.R. Allan Gr. 3 students at or above grade level for 1995/96 was increased from the percentage of G.R. Allan Gr. 3 students at or above grade level for 1994/95.

1994/95 results were addressed through the school plan for 1995/96 with planning put in place to continue the implementation of the Hamilton Board of Education's Language Curriculum (Early Years "New Beginnings", Primary Years "Growing Into Language", Junior Years "Celebrating Language"). The Curriculum focus for 1995/96 via the school plan was mathematics programming.

The following process will be used to address the results from 1995/96:

1) Analysis of results:

i) admin. team (Mar/96); ii) Gr. 3 teachers (Mar/96); iii) school staff (May/96)

2) Communication of Results:

i) Home & School (May/96); ii) Gr. 3 parents (May/96); iii) community (May/96)

3) Development/Review of action plan to address needs for 96/97 school year (June/96)

1996 03 18

Date

Principal's signature

Gr. 3 George R. Allan

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

GIBSON ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
23	10	0	13

General Comments on Students and the Testing Process in the School

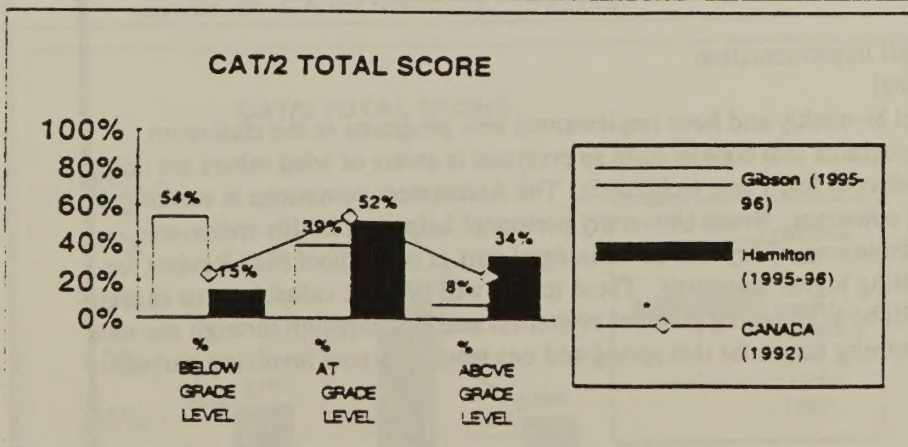
The Cat/2 tests are administered at Gibson School by the teacher of the Grade 3 students. The teacher was in-serviced by the Board of Education in terms of administration and interpretation of the C.A.T. results. Optimum conditions were met and the administration was precise. It is important to note that 10 of the 23 total Grade 3 students are E.S.L.

School Interpretation of CAT/2 Results in the School Context

The Gibson Community is a long established community which is extremely diverse in its ethnic and cultural mix. There are very few long term stable residents and the rest are mobile. The transience seems to be increasing. There is a large number of single parent and reconstituted families as well as notable, increased economic hardship through unemployment. These economic realities minimize the time many parents can spend with their children. Thus, many children enter school with little exposure to printed material, knowledge of the alphabet or experience with written language.

There are also concerns around attendance issues especially in the lower grades. School resources are stretched for a somewhat needy population with over 20% E.S.L. and a large number of identified students. In our school this year, 47% of our Grade 3 students scored A.T. or ABOVE grade level on the CAT/2. Total score, Reading and Mathematics subtest areas. The percentage for Language AT or ABOVE grade level is 61%. The percentage for Mathematics, AT or ABOVE grade level is 54%.

Grade 3: CAT/2 Results, 1995-96

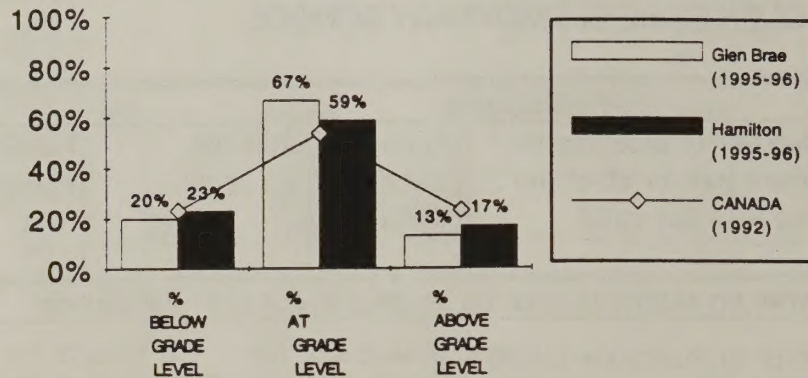


Grade 3: CAT/2 Summary

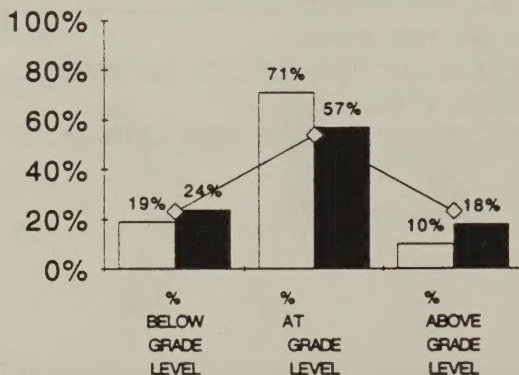
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Gibson (1995-96)	54%	39%	8%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Gibson (1994-95)	48%	50%	3%
Hamilton (1994-95)	22%	53%	24%

Grade 6: CAT/2 Results, 1995-96 (continued)

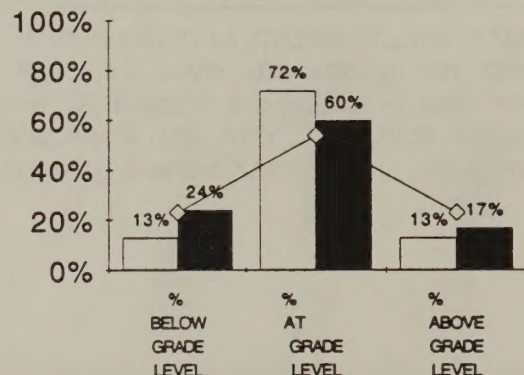
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

1994-95 CAT/2 RESULTS

- (1) RESULTS SHARED WITH FEEDER SCHOOLS
- (2) ACTION PLAN FOR GLEN BRAE'S LANGUAGE TEAM USED AS A FOCUS READING COMPREHENSION.

1995-96 CAT/2 RESULTS

- (1) SUMMARY PAGES AND INDIVIDUAL RESULTS WILL BE SHARED WITH THE PRINCIPALS OF OUR FOUR MAIN FEEDER SCHOOLS.
- (2) RESULTS WILL BE FURTHER INTERPRETED BY GLEN BRAE'S LANGUAGE AND SCIENCE, MATH AND TECHNOLOGY TEAMS TO PREPARE ACTION PLANS FOR 1996-97 SCHOOL YEAR.

TIMELINE

MAY 1996

SEPTEMBER 1996

1996 04 03

Date

D. Staples
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

GLEN ECHO ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
31	7	1	23

General Comments on Students and the Testing Process in the School

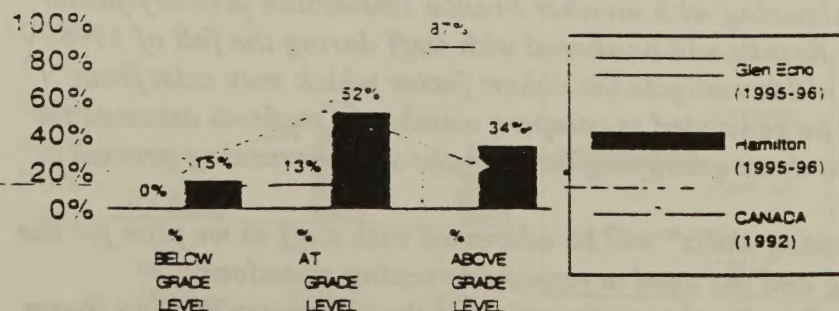
Testing was administered by principal and the homeroom teacher known to the students. Tests were administered in small groups in morning sessions or early afternoon. A pre-test supplied by the program department was administered to determine students for whom the tests would not be valid. Attention was given to every aspect of the testing process.

School Interpretation of CAT/2 Results in the School Context

At Glen Echo School this year one hundred percent scored at or above grade level on the complete test compared to eighty-seven percent across Hamilton and seventy-seven percent nationally. Last year's results identified the influence of several factors. Staff and parents responded. These results reflect in part those responses. One example would be the Core English teacher reviewing competencies covered by Canadian Achievement Tests to ensure they were introduced to our French Immersion students. Another factor addressed was the need for attention to the testing process. We will continue to respond. Excellent group results will not divert us from the needs of individual students. Each profile is reviewed by the classroom teacher whether the results were excluded as invalid or not.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

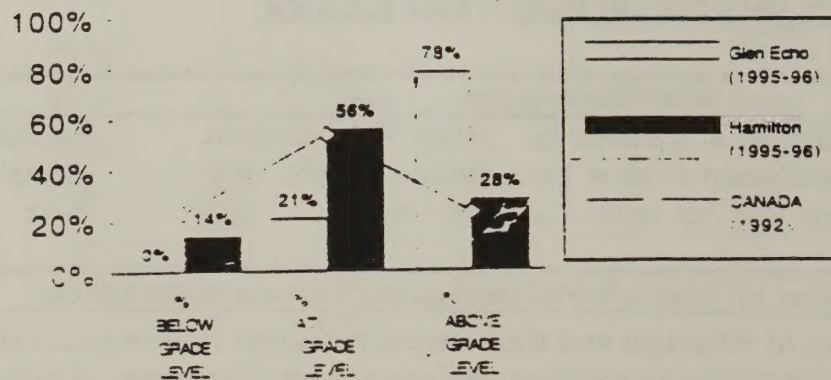


Grade 3: CAT/2 Summary

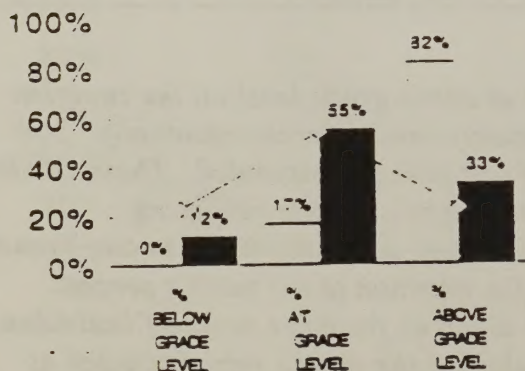
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Glen Echo (1995-96)	0%	13%	87%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Glen Echo (1994-95)	45%	33%	24%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

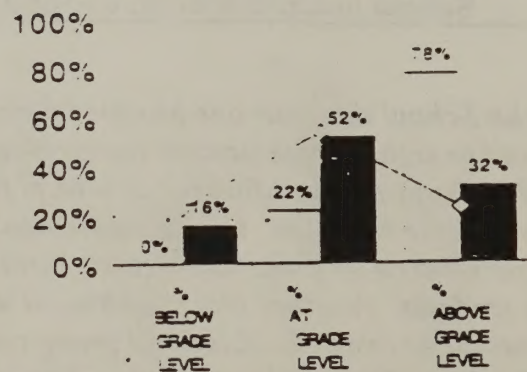
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

We will continue to attend to the factors which have enhanced student learning of these core skills. Areas addressed last year will be revisited this year.

Our Directions' Team as part of the 1996-97 school plan review will continue to monitor: i) the results of our reading focus including the successful reading picnic. Current plan calls for a link with a Young Authors' Conference; ii) the use of manipulatives as a school focus in mathematics; and iii) the GEMS Social Skills Program to enhance a positive self-image.

During the spring of 1996, the principal will share results and gather data from Glen Brae Middle School as well as sharing results with and planning with another French Immersion primary-junior school with a similar demographic profile. Results will be shared with staff during the fall of 1996. A discussion with the program department will investigate the cohort factor which may exist from sample to sample. For example data could be generated to compare number of students assessed for a gifted program in one sample compared to those qualifying through the same screening process in another sample.

During the fall of 1996 the issue of "test writing skills" will be addressed with staff as we plan for the balance between our activity-based learning and the need to respond to testing situations.

A school organization will be developed to allow for the continuation of the Computer/Writing Room focus.

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

GORDON PRICE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
49	1	0	48

General Comments on Students and the Testing Process in the School

At Gordon Price School the CAT/2 is administered to the Grade 3 classes by the classroom teachers who have all received inservice on the test. The principal and L.R.T. co-ordinate and support the teachers as resources. E.S.L. was not an issue in Grade 3 this year.

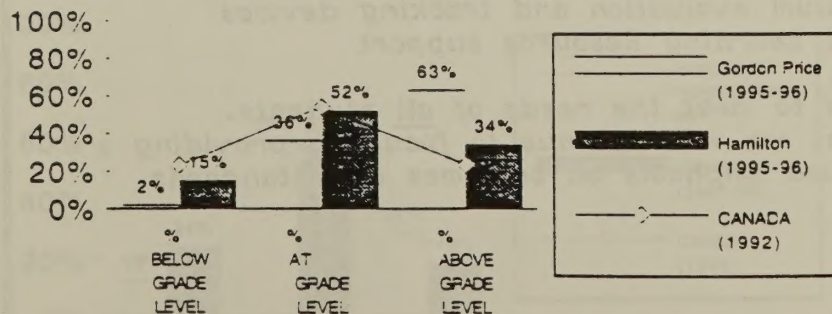
School Interpretation of CAT/2 Results in the School Context

- . 48 students were tested at Gordon Price School.
- . On the Total Test 99% of our students scored at or above grade level compared to 86% across Hamilton and 77% nationally.
- . In our school 98% of our Grade 3 students scored at or above grade level in Reading.
- . In Language 98% of our Grade 3 students scored at or above grade level.
- . And in Math 95% of Grade 3 students scored at or above grade level.
- . On EACH of the tests the majority of students scored ABOVE grade level.

Gordon Price School encourages parent participation in their children's education. We work in close partnership with the community for the success of our students. Our strong results show that when the home and the school work together, the students benefit through enhanced achievement.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

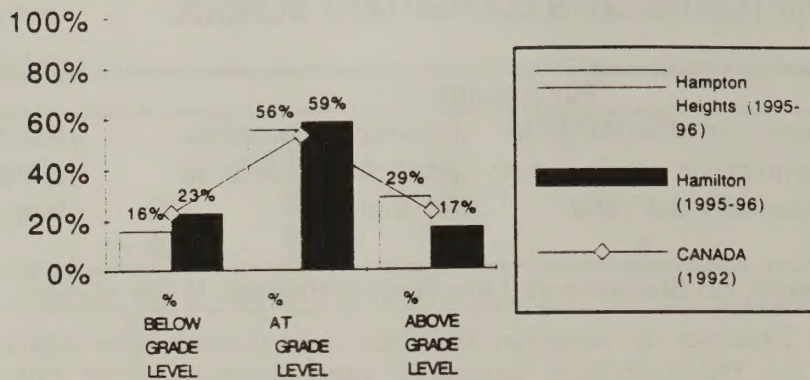


Grade 3: CAT/2 Summary

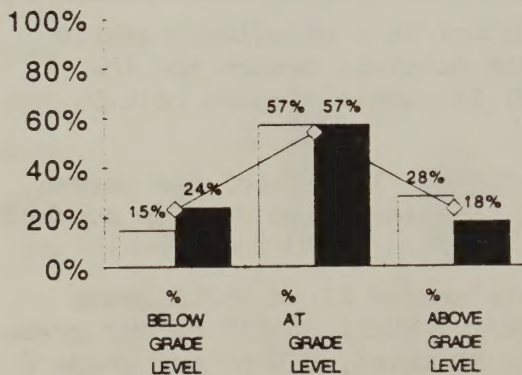
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Gordon Price (1995-96)	2%	36%	63%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Gordon Price (1994-95)	10%	55%	34%
Hamilton (1994-95)	22%	53%	24%

Grade 6: CAT/2 Results, 1995-96 (continued)

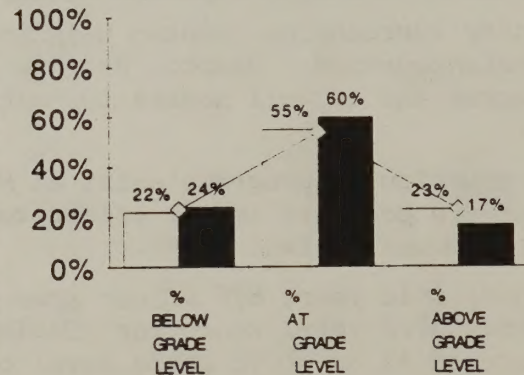
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

During the school year 1995-96, the staff at Hampton Heights worked with a special assignment teacher from the Program Department to review the results, identify our strengths and weaknesses, and develop an action plan to improve student learning in target areas identified.

This year's CAT/2 results will be reviewed by staff and with the leadership of our Learning Resource Teacher, Program team, and Principal will develop a plan to build on existing strengths, improve instruction and advance student learning.

- | | | |
|----------|--|--------------|
| Process: | (a) celebrate the positive aspects of the results | April '96 |
| | (b) communicate results to community | April '96 |
| | (c) provide inservice to parents about the CAT/2 tests and interpretation of the results | April 29/96 |
| | (d) do analysis of the results | May/June |
| | (e) develop an action plan to bring about changes in programming and/or teaching strategies in order to advance students' learning | Fall '96 |
| | (f) communication of the action plan | November '96 |

Date _____

M. H. H.
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

HELEN DETWILER ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 65	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 2	Number of students completing entire test: 63
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General Comments on Students and the Testing Process in the School

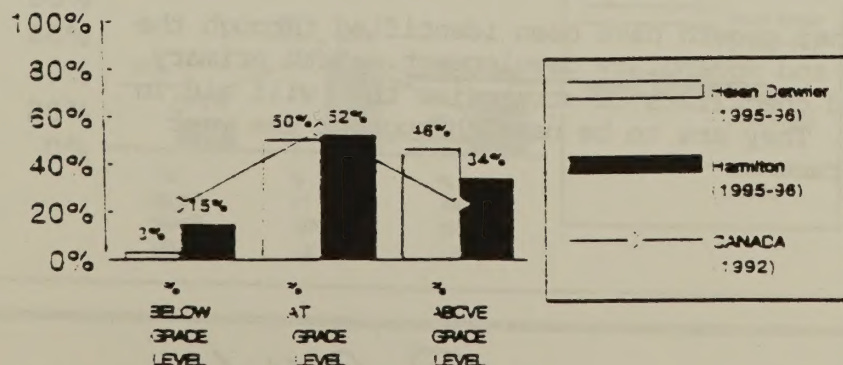
- the classroom teachers administered the tests, the Learning Resource teacher co-ordinated the testing
- in-service needs were met by system and school planning
- students tested included 11 whose first language is not English and one student who has been deemed exceptional

School Interpretation of CAT/2 Results in the School Context

- in our school this year 96% of our grade 3 students scored at or above grade level on the CAT/2 total score/reading/ language/mathematics
- students in general come from an environment where there is a high level of education and support; however, the community does demonstrate a wide diversity in income, housing and education
- the results support the school's assessment of our students. The CAT/2 tests only measure a part of our programming. We continue to emphasize the writing process and the development of social skills. The school has provided much in-school support such as learning resource, computer and library skills for remediation and enrichment. All students are benefitting from these resources.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

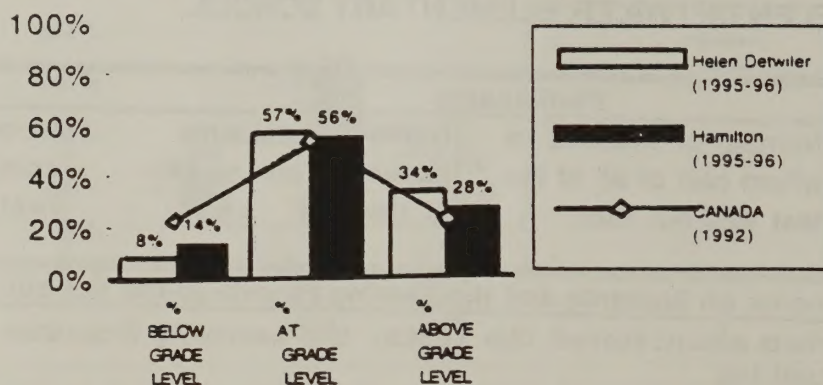


Grade 3: CAT/2 Summary

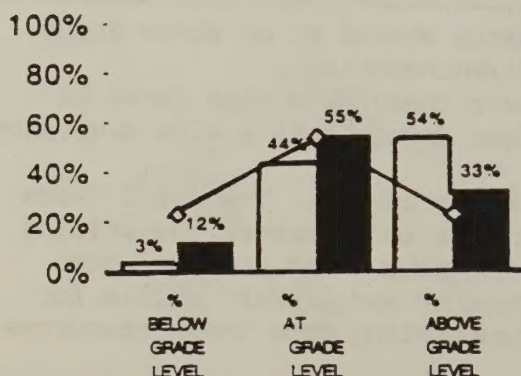
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Helen Detwiler (1995-96)	3%	50%	46%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Helen Detwiler (1994-95)	5%	59%	36%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

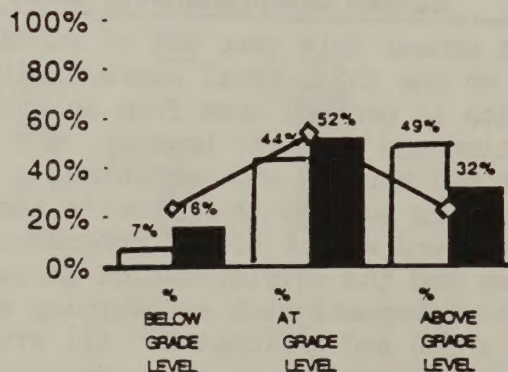
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- The school will continue to monitor, through our resource team, the progress of each student.
- Our results from both years point to the effectiveness of our programming. We will continue to monitor the delivery of our programming as resources given to schools lessen.
- Last year our grade 3 teachers and resource team designed and implemented a plan to improve the writing skills of our students. The plan remains in place.
- The areas for our students' further growth have been identified through the testing as reading comprehension and vocabulary development. Both primary and junior divisions have created checklists of strategies that will aid in further developing these skills. They are to be used throughout the year in planning the delivery of program.

Mar 29 / 96
Date

J. Dally
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

HESS STREET ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 61	Number of students for whom part or all of the test was not valid: 10	Number of students absent for part or all of the test: 0	Number of students completing entire test: 51
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General Comments on Students and the Testing Process in the School

The CAT/2 was organized by the LRT and the grade three teachers. The LRT attended in-service sessions, provided inservice for the teachers and pilot tested the locator test for the Research Department.

Hess Street School is an open concept school and the test was administered in the regular, open classrooms.

71% of our grade three students are learning English as a Second Language.

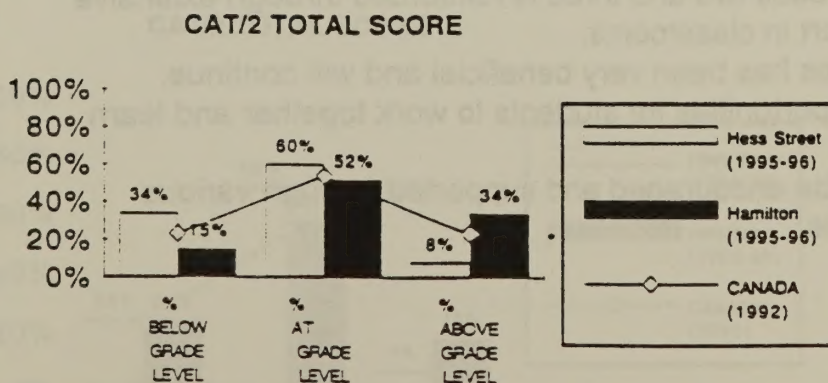
School Interpretation of CAT/2 Results in the School Context

Hess Street School meets the Compensatory Education criteria and is a culturally diverse school with a total population of 431 students.

From June '95 to the end of September '95, 184 students moved in and 146 students moved out resulting in a turnover of 75%.

This year 68% of our grade three students scored AT or ABOVE grade level on the total score; 66% AT or ABOVE grade level on reading; 68% AT or ABOVE grade level on language and 70% AT or ABOVE grade level on mathematics. These results reflect the intensive efforts of our ESL teachers working closely with the classroom teachers to ensure language acquisition. Many of our students only use English at school, so we know these scores reflect their enthusiasm and developing skills in a new language.

Grade 3: CAT/2 Results, 1995-96

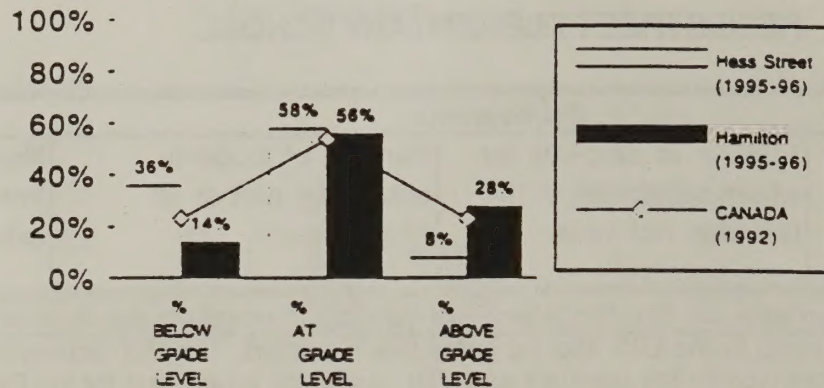


Grade 3: CAT/2 Summary

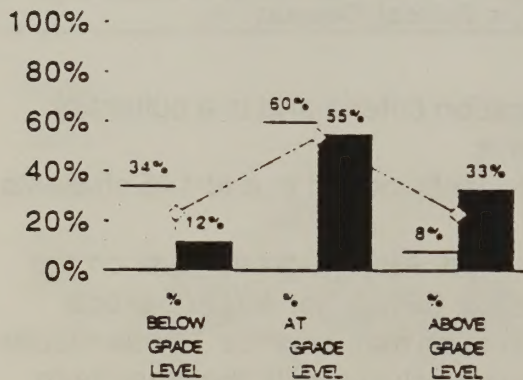
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hess Street (1995-96)	34%	60%	8%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Hess Street (1994-95)	28%	48%	24%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

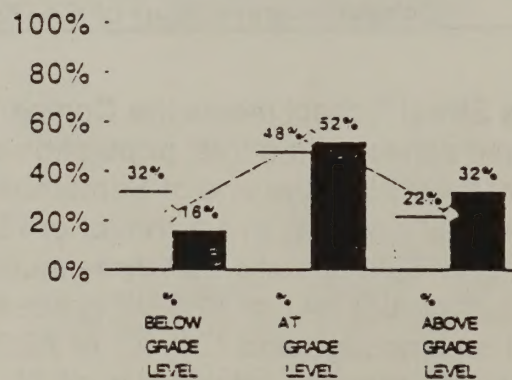
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The focus on writing skills has been maintained through ongoing discussions and planning with ESL staff at bi-weekly Primary meetings.

The Writing to Read program continues to promote early literacy skills such as sound/symbol awareness and letter recognition for grade one students.

Language skill development in grades two and three is reinforced through extensive use of peer tutors and ESL support in classrooms.

Field testing of language outcomes has been very beneficial and will continue.

Cross-grade activities provide opportunities for students to work together and learn from each others' strengths.

Cultural diversity will continue to be encouraged and supported through various community activities and programs.

96-04-07

Date

E. Green

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

HESS STREET ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: 37	Number of students for whom part or all of the test was not valid: 7	Number of students absent for part or all of the test: 1	Number of students completing entire test: 29
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General Comments on Students and the Testing Process in the School

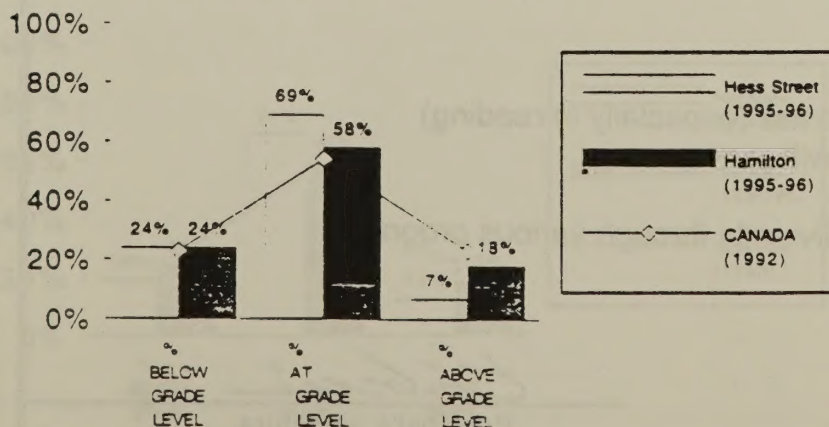
- testing co-ordinated by the LRT and the grade 6 teachers
- the LRT attended in-service sessions, provided in-service for the grade 6 teachers and pilot tested locator test for research dept.
- 83% of the grade 6 students have English as a second language
- Hess Street School is open concept

School Interpretation of CAT/2 Results in the School Context

- Hess Street School is both a Comp. Ed. and culturally diverse school with an enrolment of 431 students
- we have approximately 15 languages spoken by our students and Vietnamese represents the highest percentage
- from June/95 to the end of Sept/95, Hess Street School has experienced a 75% turnover of our students (184 students moved in; 146 students moved out)
- the grade 6 students in the total test scored 24% below grade level, 69% at grade level and 7% above grade level as compared to the rest of Hamilton: 24% below, 58% at grade and 18% above
- Mathematics appears to be a particular strength for our students as compared to language (keeping in mind of our high ESL population)
- currently we have 5 ESL teachers to assist in programming and meeting the needs of 190 approximately ESL students
- these results are similar to last year's results

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

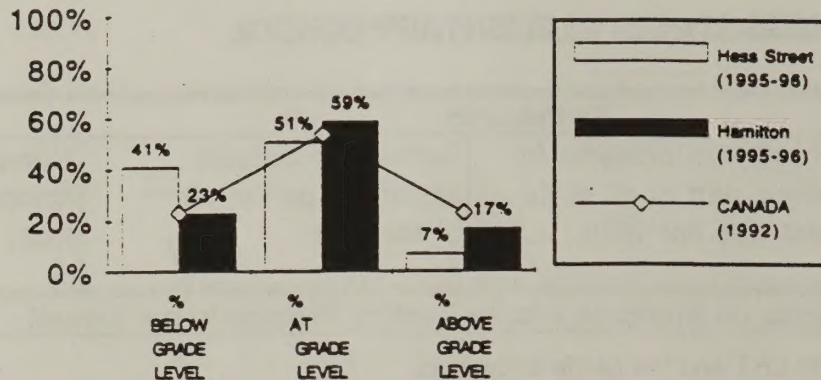


Grade 6: CAT/2 Summary

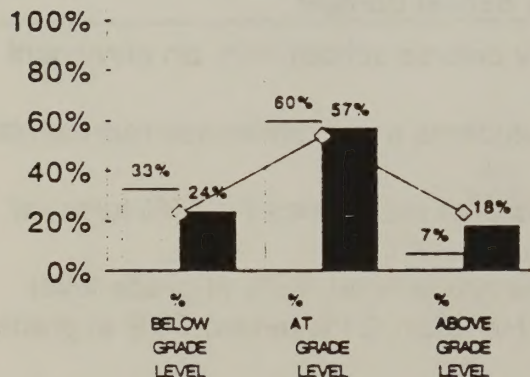
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hess Street (1995-96)	24%	69%	7%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Hess Street (1994-95)	35%	55%	9%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

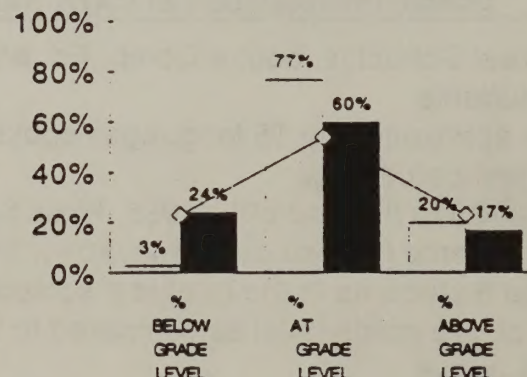
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- ESL programming will continue to be a critical component of our programming in language acquisition
- cross-grade activities in language will continue
- peer tutoring will continue
- field testing of language outcomes (especially in reading) has been very beneficial and will continue
- continue to promote cultural diversity through various programs

96-04-04

Date

E. Brown

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

HIGHVIEW ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: 99	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 0	Number of students completing entire test: 99
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General Comments on Students and the Testing Process in the School

The CAT/2 testing is co-ordinated by the Resource Team. Prior to the test period Grade 6 English teachers, who are the administrators of the test, participate in a "procedures" in-service given by Resource Team members. Students who may be absent for a part of the test are taken by Resource Team members and given the opportunity to complete sections of the test missed. ESL students were not part of the test group, exceptional students, however, were included in this sampling because of the integration structure at Highview, i.e. students are distributed equally across the classes. Though test practices attempted to remain consistent across the grade it was not possible to test consistently within the same time frame, each test period.

School Interpretation of CAT/2 Results in the School Context

In our school this year, 80% of our Grade 6 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. In the specific area of (1) Reading, 83% scored AT and ABOVE grade level, (2) Language, 78% scored AT and ABOVE grade level, (3) Mathematics, 76% scored AT and ABOVE grade level. Areas of strength were assessed using the Performance Distribution by Objective and were considered to be significant if 70% of the tested population or better were at a Competent and Proficient level. The areas of strength are as follows:

Reading Comprehension - Stated Information, Passage Analysis, Central Thought, Written Forms/Techniques

Language Expression - Nouns/Pronouns, Sentence Formation/Combining

Study Skills - Library Materials, Interpret Graphs, Organize/Interpret Information, Analyze/Assess/Interpret

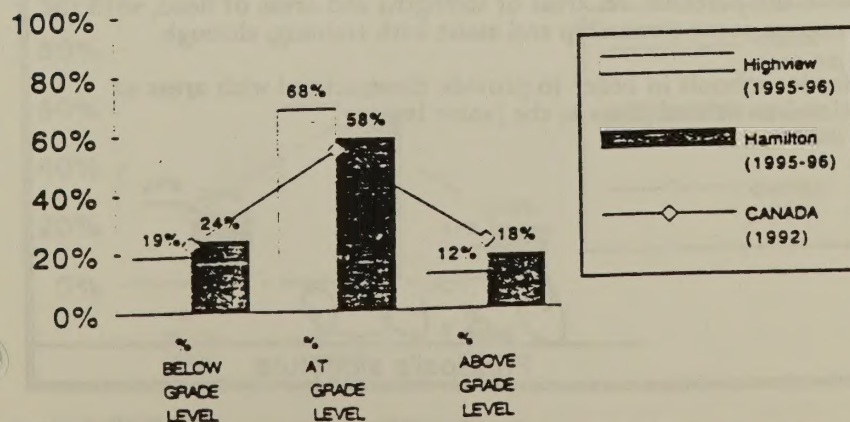
Information Areas of needs were identified as being those areas where the testing population scored 30% or more, this was felt was a significant percentage of the population and needing to be addressed: Reading Vocabulary - Synonyms, Antonyms, Affixes, Multimeaning words, Words in Context Reading Comprehension - Critical Assessment Spelling - Vowels, Consonants, Structural Units Language Mechanics - Sentence/Phrase/Clause, Quotations/Dialogue, Writing Conventions, Editing Skills Language Expression - Verbs, Adjectives/Adverbs, Topic Sentence, Paragraph Coherence Math Concepts and Applications - Numeration, Number Theory, Data Interpretation, Pre-Algebra, Measurement, Logical Reasoning/Geometry Mathematics Computation - Add/Subtract Whole Numbers, Multiply Whole Numbers, Divide Whole Numbers, Decimals

This data is consistent with teacher observations, although, following first term and second term reports there were less than 10% of the Grade 6 students who had report cards grades in the language and math area who were considered at risk.

Grade 6: CAT/2 Results, 1995-96

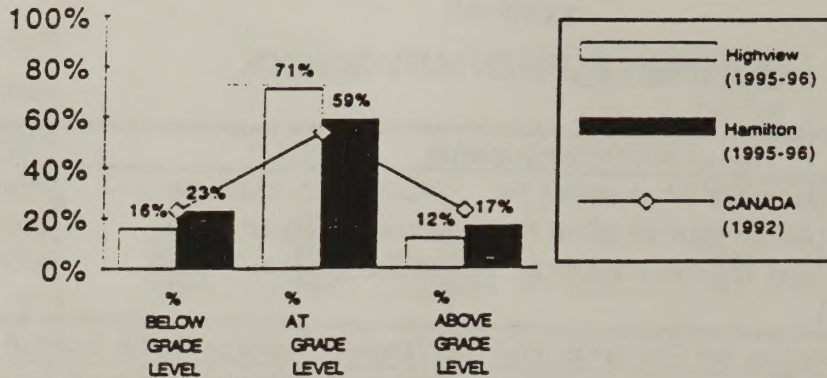
Grade 6: CAT/2 Summary

CAT/2 TOTAL SCORE

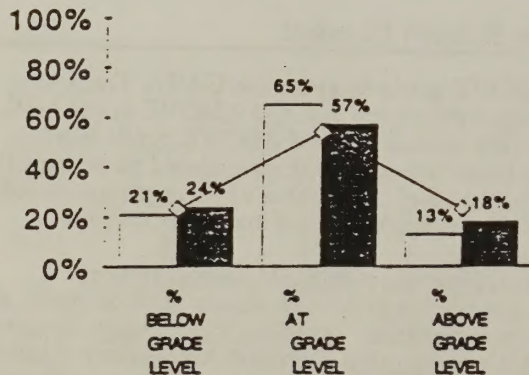


CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Highview (1995-96)	19%	68%	12%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Highview (1994-95)	33%	58%	10%
Hamilton (1994-95)	31%	54%	14%

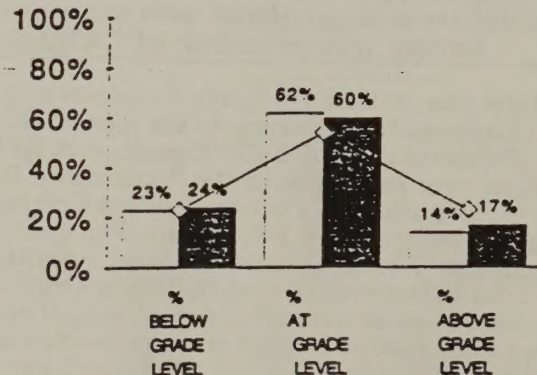
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

CAT/2 Results (94-95) Integration Into School Plan 1995 - 96

CAT results were included into the school plan for consideration re: Outcome Based Evaluation, the Language team would use the 94-95 results to co-ordinate programming with the result being inclusion of the Language objectives into each planned unit for 95-96.

CAT/2 Results (95-96)

Cat results will be reviewed with Language and Math teachers, skill objectives will be targeted for review, reinforcement, reteaching for individuals, small groups, or whole classes. Assessment checklists will be updated and the information will be shared with teachers in the next year to include in program plans. A school plan initiative is the creation of a standardized assessment pool to support CAT criteria.

At the community level CAT results will be shared with the parents, re: areas of strengths and areas of need, with the intention being to highlight areas where parents can assume some ownership and assist with training, through newsletters and parent in-services.

At the inter-school level results will be shared with feeder schools in order to provide these school with areas of strength and areas of need which may facilitate inclusion into school plans at the junior level.

1994 04 02

Date

Principal's signature

GRADE SIX

1995-96

HILLCREST ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
104	15	21	68

General Comments on Students and the Testing Process in the School

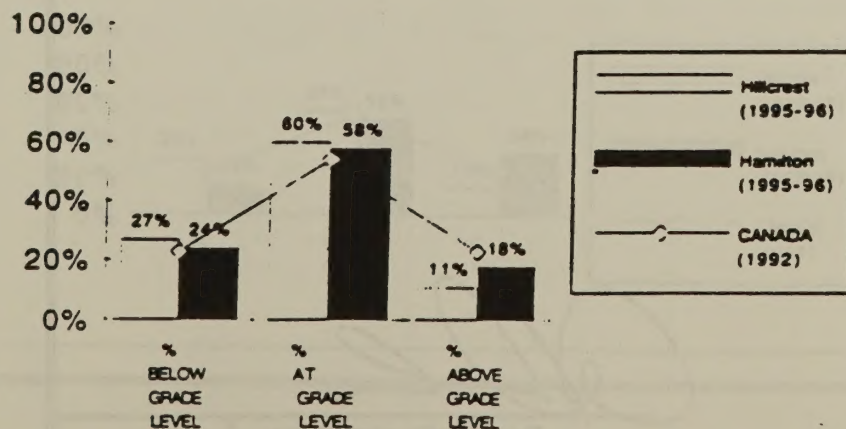
The CAT is administered by our grade-6 language and math teachers. (2) Both are very experienced with the CAT and its' procedures. Our E.S.L. and exceptional population is about 15% of our total. We had to make special arrangements in organization, timing for the testing. Absenteeism was high. Test phobia? Maybe!

School Interpretation of CAT/2 Results in the School Context

Our community is designated as a comp. ed. one. Our feeder schools are also designated. A high percentage of students have a history of multiple moves in their previous schooling. A significant portion of our students come to middle school with clearly identified areas of concern. In our school, in 1995/96, 71% of our tested Grade 6 students scored at or above grade level on the CAT/2 Total Score/Reading/Mathematics/Language.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

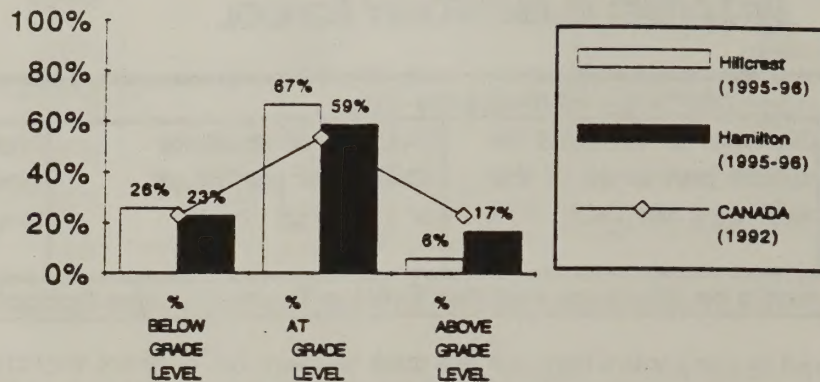


Grade 6: CAT/2 Summary

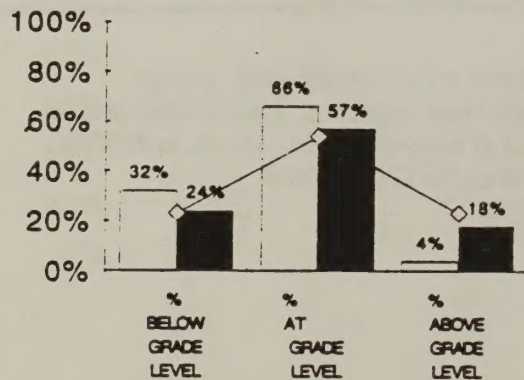
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hillcrest (1995-96)	27%	60%	11%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Hillcrest (1994-95)	51%	45%	3%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

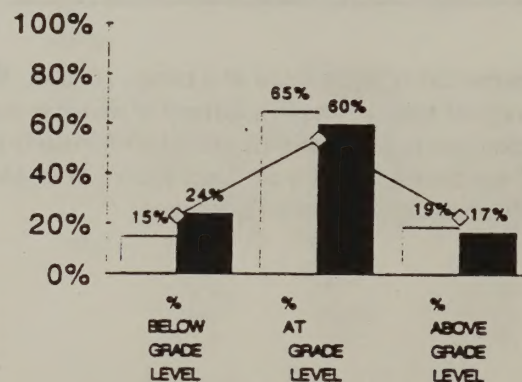
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Results were used as one measure of students' strengths and weaknesses. Coupled with this, were results on several diagnostic assessments, teacher observations and evaluation of day to day performance in all areas. These were used in an on-going fashion to plan program for all the students both individually and as a group. Parents were informed and brought in as partners. Our intention and in fact, current action is to continue this. One additional plan includes some concepts for streaming, to assist with the teaching load.

April 1, 1996

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

HILLSDALE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 31	Number of students for whom part or all of the test was not valid: 4	Number of students absent for part or all of the test: 0	Number of students completing entire test: 27
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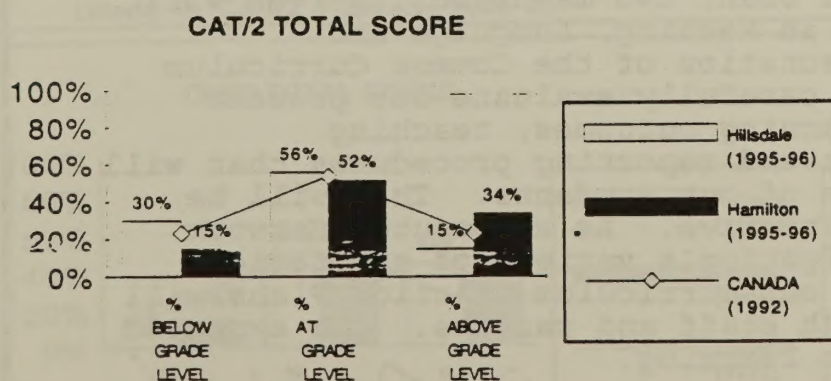
General Comments on Students and the Testing Process in the School

As in previous years, the coordination and administration of the CAT/2 was completed by our Learning Resource Teacher. Of the seven BSL students, four did not participate as determined by the Locator Test. There were no concerns during the testing process.

School Interpretation of CAT/2 Results in the School Context

Hillsdale School is situated in north-east Hamilton in a fairly stable yet lower socio-economic neighbourhood. Many of our families live in lower income housing such as surveys and apartments. We have a small core of very supportive and involved parents. However, many of our students live in deprived homes lacking in culture, concern and motivation. Our Home and School Association has initiated a Nutrition Program to provide healthy food to all students which addresses another school concern. In our school this year, 71% of our Grade 3 students scored AT or ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. The staff at Hillsdale needs to continue to work with the families and students to encourage social and school skills necessary for success.

Grade 3: CAT/2 Results, 1995-96

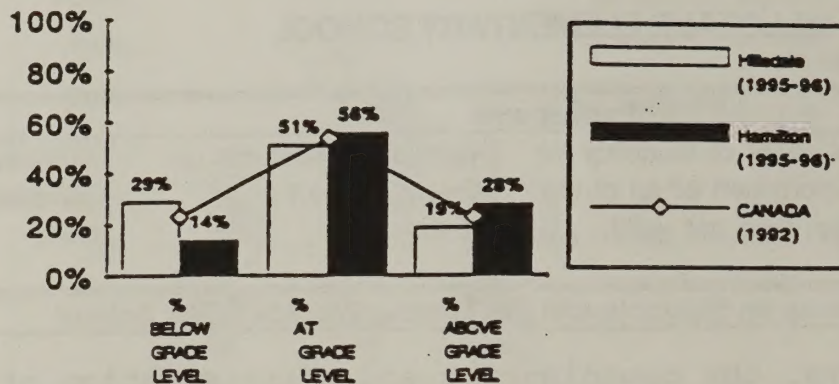


Grade 3: CAT/2 Summary

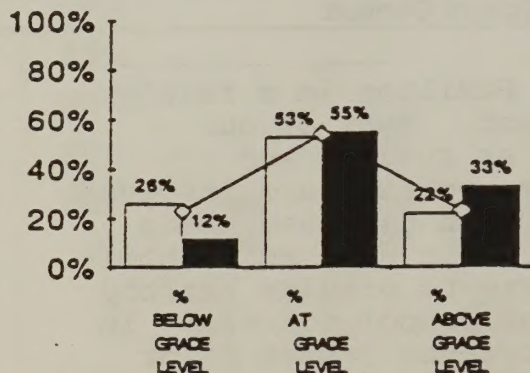
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Hillsdale (1995-96)	30%	56%	15%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Hillsdale (1994-95)	41%	55%	3%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

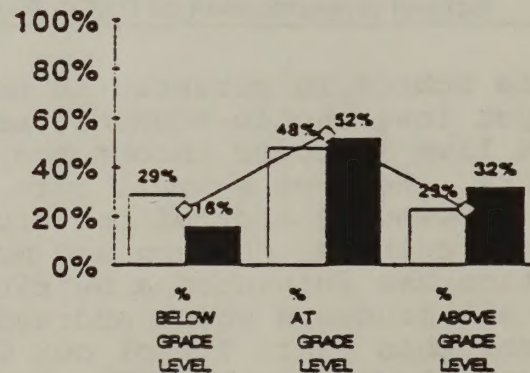
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Hillsdale's School Plan for 1995-96 focussed on Literacy. A variety of word attack skills are being taught through language experience, word families, spelling and for some of our Junior students, the Spalding program. Reading for multi-purposes is another focus including reading for pleasure, information, knowledge and problem solving.

In developing our 1996-97 School Plan, two major initiatives will be used to address our concerns in Reading, Language and Mathematics. First, the implementation of the Common Curriculum will provide the opportunity to carefully evaluate our present programs and work to develop learning outcomes, teaching strategies, assessment practices and reporting procedures that will better meet the individual needs of our students. This will be interrelated with our second initiative. As a Computer Network Pilot School, we will be investigating a variety of strategies integrating the technology into our curriculum. Action Plans will be developed in consultation with staff and parents. The expected outcome will be improved student learning.

April 4/96

Date

E. Reschuck

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

HOLBROOK ELEMENTARY SCHOOL

Participants

Number of students
enrolled in Grade 3:

37

Number of students for
whom part or all of the
test was not valid: 0

Number of students
absent for part or all
of the test: 0

Number of students
completing entire
test: 37

General Comments on Students and the Testing Process in the School

During this testing period, the administration of the CAT/2 was coordinated by the principal and administered by the classroom teachers as well as by the teacher of the literacy program. The teachers who administered the tests went to the inservices provided last year.

School Interpretation of CAT/2 Results in the School Context

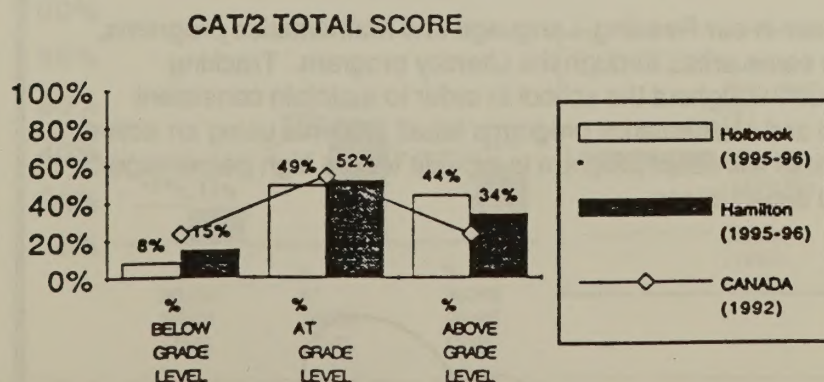
Holbrook is a Primary/Junior school with approximately 240 students ranging from Junior Kindergarten to Grade 5. Two Special Education classes for children with Physical Exceptionalities are integrated with regular programs for periods of time throughout the day. Our school focus over the past four years has been on the writing process and the integration of technology into the curriculum. Community links have been made through our volunteer program and through Idlewyld Manor. English is the only language spoken in most of the homes of students and most students remain at Holbrook throughout the school year.

In our school this year 100 % of the Grade 3 students were tested. As a result, 93% of our Grade 3 students scored AT or ABOVE grade level on the CAT/2 Total Score Reading/Language/Mathematics.

The CAT/2 scores did not fluctuate a great deal from last year's results. However, it is of significance to us that the percentage of students scoring ABOVE GRADE LEVEL increased in both Language (52%) and Mathematics(49%). These scores indicate that regular programming in the Junior grades in both of these areas may need to include content at a higher level than is usually found in Grades 4 and 5.

Grade 3: CAT/2 Results, 1995-96

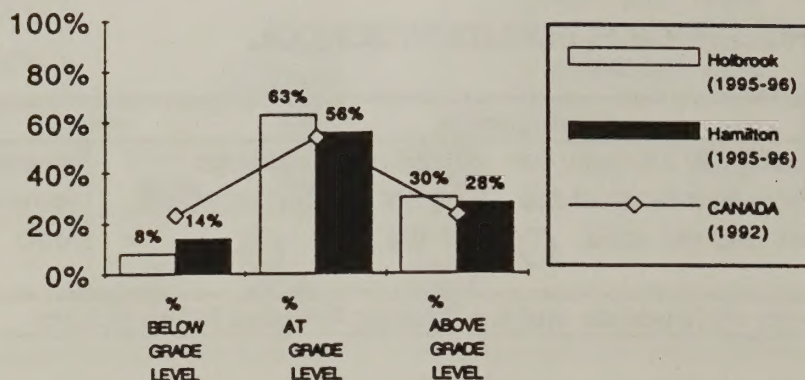
Grade 3: CAT/2 Summary



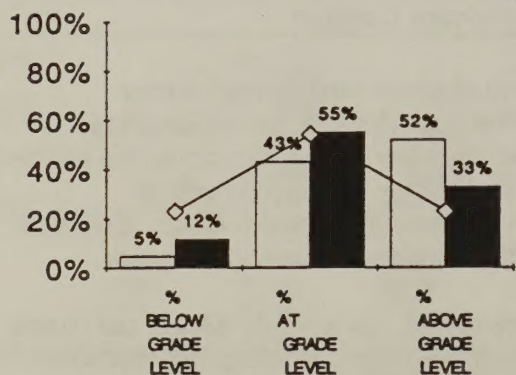
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Holbrook (1995-96)	8%	49%	44%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Holbrook (1994-95)	3%	51%	45%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

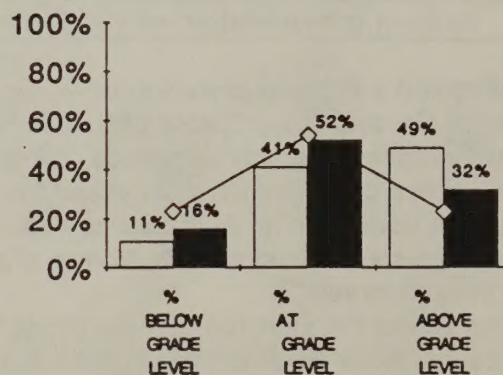
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

In 1995-96 we initiated a Literacy program at Holbrook which was designed to support students who were achieving above and below grade level in Senior Kindergarten to Grade 5. This program focused on the development of linguistic and phonological awareness as well as the development of writing skills.

As a result of the success noted this year in our Reading, Language and Mathematics programs, in 1996-97 we plan to continue addressing the same areas through the Literacy program. Tracking student writing from J.K. to Grade 5 will continue throughout the school in order to maintain consistent standards. While continuing to plan Language and Mathematics programs for all students using an active learning approach based on problem solving, staff will adapt program to provide for the high percentage of students who are capable of achieving beyond expectations.

April 4/96
Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

HUNTINGTON PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 45	Number of students for whom part or all of the test was not valid: 3	Number of students absent for part or all of the test: 0	Number of students completing entire test: 42
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General Comments on Students and the Testing Process in the School

Students are in one straight grade 3 class and one split grade3/4 class.
The test was administered by the classroom teacher in the former and the LRT in the latter. Test guidelines were followed and steps were taken to minimize distractions.

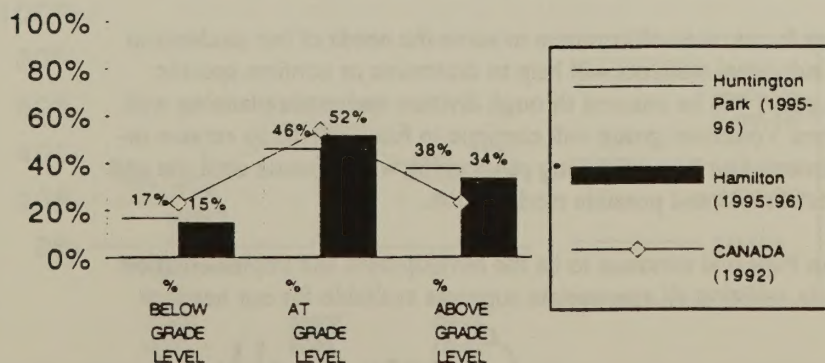
School Interpretation of CAT/2 Results in the School Context

Huntington Park School serves students from three residential communities, with homes ranging from the lower to the higher ends of the housing market, the majority being from mid-size, family homes. A significant number are in subsidized rentals. Families are non-transient therefore we do not experience a high level of transfers during the year. We have a Behaviour Exceptionality class and a class of profoundly Developmental students, none of whom live in our designated school area. all areas of the school community are highly supportive of school programme and initiatives.

In our school this year, 84% of our grade 3 students scored at or above grade level on the CAT/2 Total Score/Reading/Language/Mathematics. This result is consistent with other programme assessment done by classroom teachers. Numbers testing below grade level are consistent with the numbers of students receiving assistance through our Learning Resource Programme and classroom modification.

Grade 3: CAT/2 Results, 1995-96

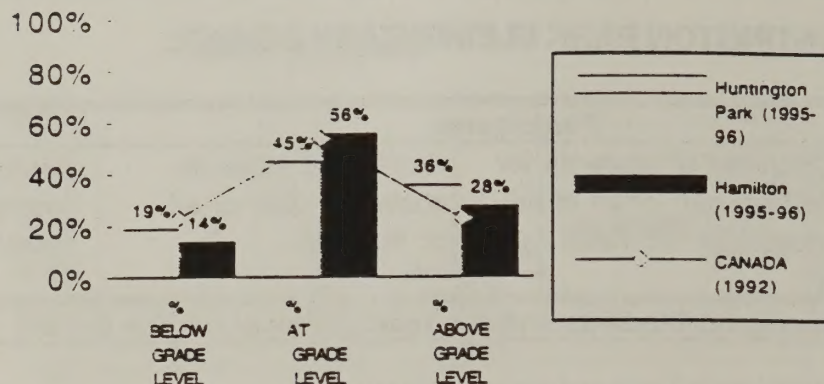
CAT/2 TOTAL SCORE



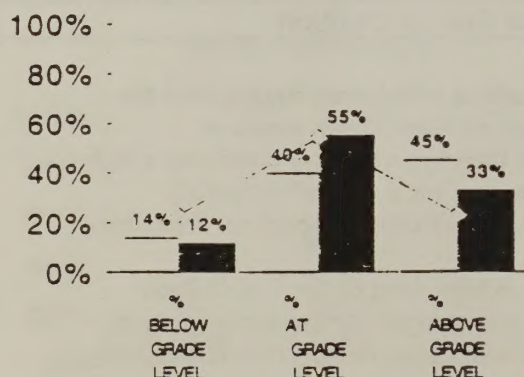
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Huntington Park (1995-96)	17%	46%	38%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Huntington Park (1994-95)	16%	52%	31%
Hamilton (1994-95)	22%	53%	24%

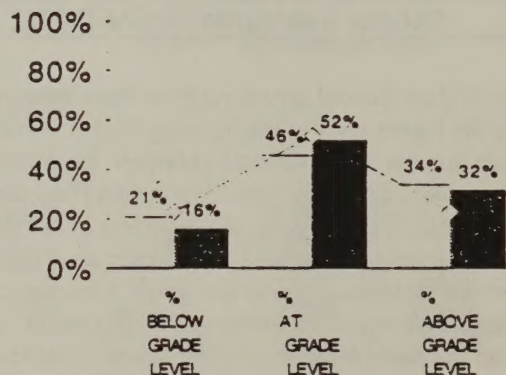
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Results last year were addressed by the development of on-going support for students working below grade level through the LRT, the Teacher Librarian the classroom teachers and Educational Assistants. A strong group of parent volunteers are involved in the implementation of this support. Groups of Enrichment students are also having their needs met in the same way, with an emphasis on process-learning and problem solving. JK and SK Speech and Language screening has been used to identify problems and implement support as early as possible.

A programme entitled Books... the Other Channel has been implemented in the primary grades to encourage home reading. An information evening was held at the school to introduce the programme and to in-service parents on selecting appropriate reading material and on strategies to enhance reading with their children.

As this year's results do not hold any surprises for us, we will continue to serve the needs of our students in the same ways. Specific needs identified for individual students will help to determine or confirm specific strategies used. Continuity of programme support will be ensured through division and grade planning with the LRT and the Teacher-Librarian. The Parent Volunteer group will continue to function and to receive in-service in the many strategies that they implement. Our home Reading programme will continue until the end of the year and will then be reviewed for effectiveness and possible modification.

The strength of the programme at Huntingdon Park will continue to be the development and implementation of a strong, skill-based programme at all levels, utilizing all appropriate supports available for our needs.

Apr 12, 1996
Date

Eileen Cellino
Principal's signature

GRADE THREE

1995-96

JAMES MACDONALD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 2	Number of students absent for part or all of the test: 2	Number of students completing entire test: 31
35			

General Comments on Students and the Testing Process in the School

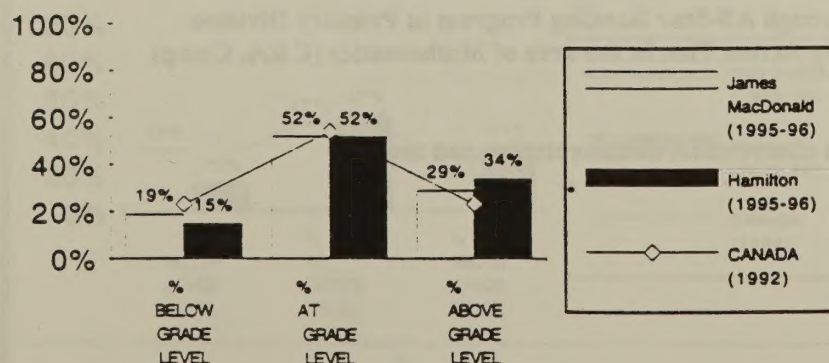
- . Principal & Grade 3 Teachers co-ordinate CAT/2
- . Testing conducted by Gr. 3 Teachers & LRT
- . In-service attended at Board and conducted in school by Principal
- . Two ESL students in Gr. 3 classes
- . Student attendance during testing disrupted by sickness

School Interpretation of CAT/2 Results in the School Context

- . James MacDonald is a JK-5 school with 2 Special Education classes (SLD) which operates with a half-time Learning Resource Program
- . School community is strong, involving parents in a Volunteer Program and school receives support from a Parent Group
- . In our school this year
 - 81% of Grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score
 - 79% of Grade 3 students scored AT and ABOVE grade level on the CAT/2 Reading Test
 - 84% of Grade 3 students scored AT and ABOVE grade level on the CAT/2 Language Test
 - 74% of Grade 3 students scored AT and ABOVE grade level on the CAT/2 Mathematics Test

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

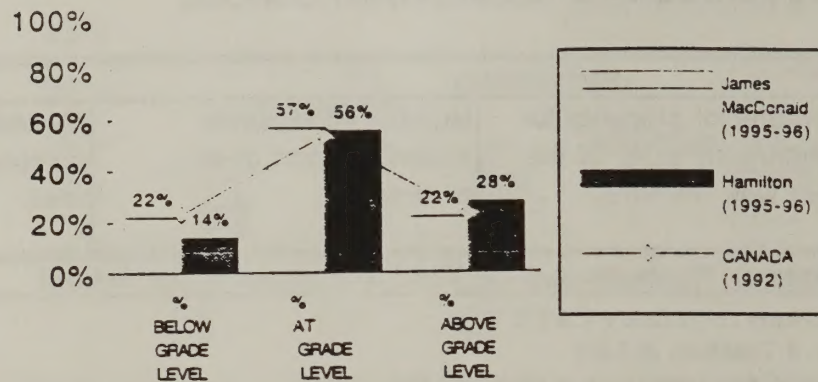


Grade 3: CAT/2 Summary

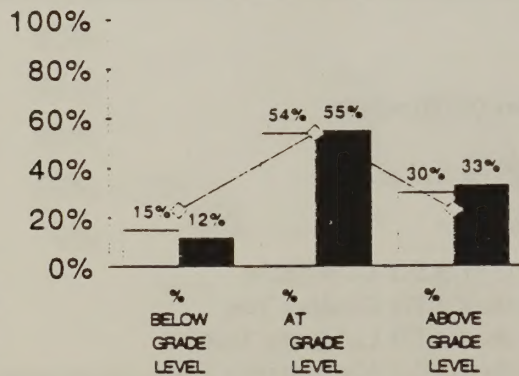
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
James MacDonald (1995-96)	19%	52%	29%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
James MacDonald (1994-95)	30%	52%	16%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

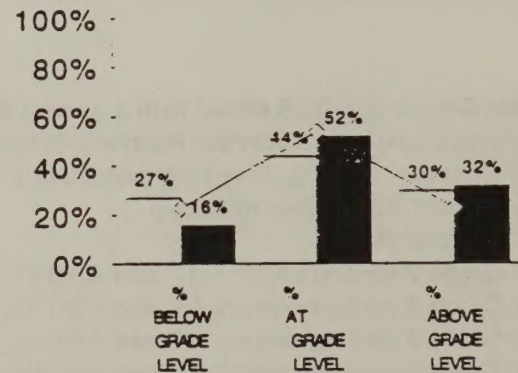
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

. Last Year's CAT/2 Results

- addressed READING as a focus area for 95-96 School Plan (school-wide)

. This Year's CAT/2 Results

- maintain READING focus and expand through All-Star Reading Program in Primary Division
- examine results, address needs and develop Action Plan in the area of Mathematics (C&A, Comp)
- celebrate positive aspects of the results
- communicate School Plan to community
- track effectiveness of Action Plan through observation, documentation and testing

April 4, 1996
Date

J. MacDonald
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

KING GEORGE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
35	1	0	34

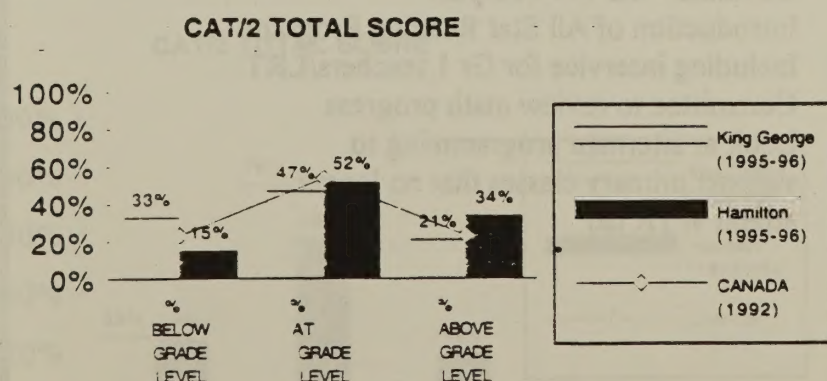
General Comments on Students and the Testing Process in the School

The principal, LRT and Gr 3 teachers co ordinate and administer the CAT/2 tests. Inservice needs are met through the Board's annual updates and inhouse discussion. There are 6 ESL/D students and 6 "at risk" students in this group of Grade 3 students. The absence of one of the regular Grade 3 teachers for an extended period of time during the testing period may have affected results particularly in the math area.

School Interpretation of CAT/2 Results in the School Context

King George is a compensatory education school in the heart of the lower city. Student population is stable. We are satisfied by this group's results. They scored similarly on the Otis Lennon and Ravens tests with a wide stanine range of 2 - 8. Achievement and ability scores are similar. One student who is about to be identified as an exceptional student was exempt from the testing. One of our ESL student's scores reflect she had difficulty with the test despite mastering the pretest. A number of our "at risk" students receive programming in a Grade 2/3 class as well as support from the LRT and "All Star Reading" coaches. In our school this year 68% scored at and above grade level on the CAT/2 total score. Their results reflect literacy and mathematical needs that will be addressed through the DART process, ESL, LRT support and classroom modification and resources.

Grade 3: CAT/2 Results, 1995-96

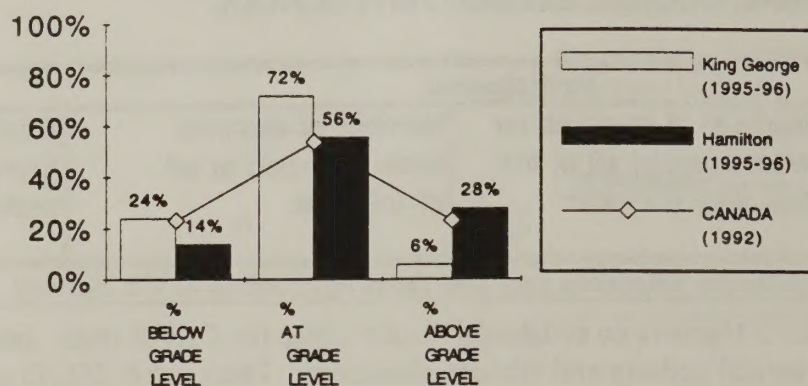


Grade 3: CAT/2 Summary

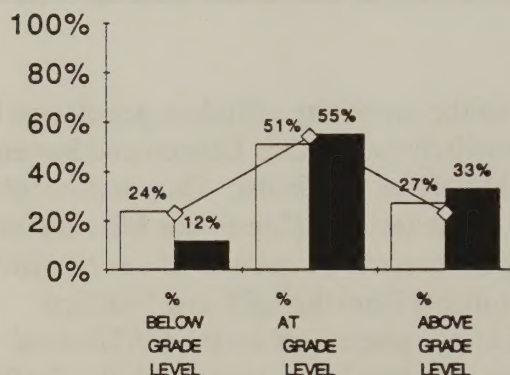
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
King George (1995-96)	33%	47%	21%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
King George (1994-95)	24%	52%	24%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

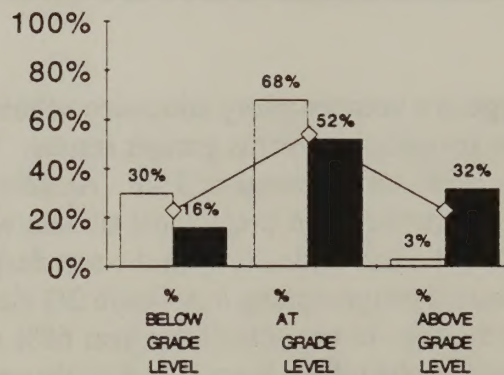
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

1994/95 Plan

Focus:

Writing to Read

Computer Lab

Resource support

- materials to support programming
- inservices for primary team
- resource room support
- volunteers, co-op students,
- LRT, teacher-librarian
- Darts

1996 Plan

Continue - the 1994/95 plan

Introduction of All Star Reading Program

Including inservice for Gr 1 teachers/LRT

Committee to review math progress

Look at alternate programming to support primary classes that no longer attend WTR lab

April 2/96

Date

J. Spigovich

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

KING GEORGE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
17	0	1	16

General Comments on Students and the Testing Process in the School

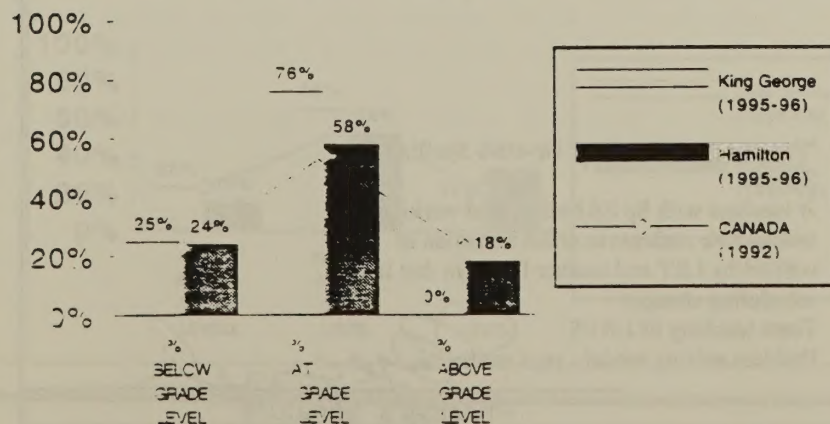
The principal and LRT co ordinate the testing in the school but the Grade 6 teacher administers the CAT/2 tests. Inservice needs are met through the Boards' annual updates and inhouse discussion. There is one ESD student, and one exceptional student (Communications LD) in this group. This is a very small sample of Gr 6 students.

School Interpretation of CAT/2 Results in the School Context

King George School is a Compensatory Education site in the heart of the lower city. Student population is stable. (11% mobility rate) We are encouraged by the results of this small group of Grade 6 students. In our school this year 76% of our Grade 6 students scored at or above grade level on the CAT2 Total Score. With this group all 76% scored at grade level, a reflection of a solid group of students in our Grade 6 class. It should be noted that a number of our stronger Grade 5 students who would benefit from a Middle School rotary program left King George last June. This could explain the 0% in the Above Average Range. Reading and mathematics testing results are strong. Instruction can focus on language weaknesses.

Grade 6: CAT/2 Results, 1995-96

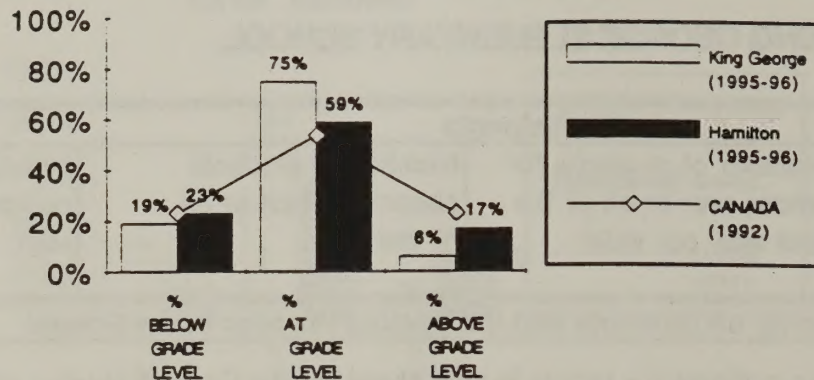
CAT/2 TOTAL SCORE



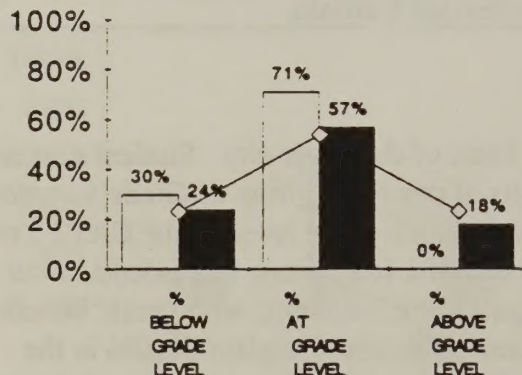
Grade 6: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
King George (1995-96)	25%	76%	0%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
King George (1994-95)	48%	53%	0%
Hamilton (1994-95)	31%	54%	14%

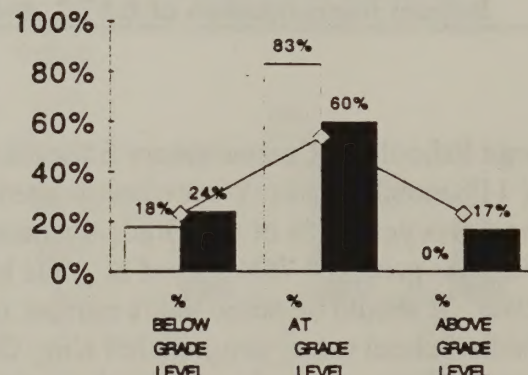
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

1994/95 School Focus

To address Literacy/Mathematics

Focus on:

Mastery of basic facts / 4 operations

Reading - using a range of materials

Responding to texts

Spelling rules and usage

Writing

Stages of writing: goal to write

more independently

Computer software - problem solving

High interest/low vocabulary reading materials

Software: building basic skills-mastery

Significant gains from last years results reflect focus of Jr division last year

Continue last year's area of focus

- "Practise Your Spelling" Gr 4/5/6 Spelling Series

Jr teachers with Sp Ed background working with at risk students to offset reduction of support by LRT and teacher librarian due to scheduling changes

Team teaching SLI/Gr5

Problem solving model - peer mediation

April 2/96
Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

LAKE AVENUE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
58	4	all present	54

General Comments on Students and the Testing Process in the School

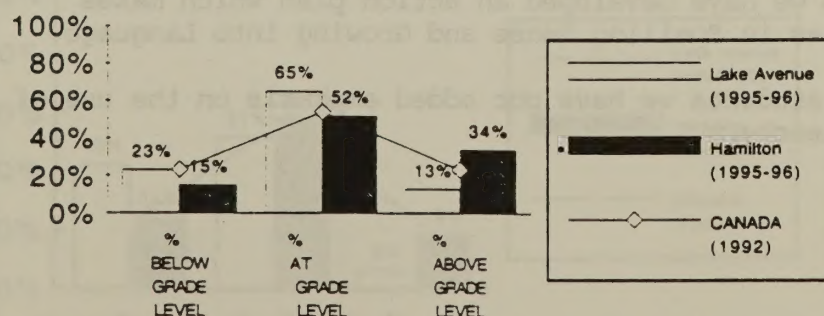
- 60% of our middle school students are designated ESL
- testing process was done by the classroom teachers over a five day period. The staff received inservice on administering the tests, interpreting the results and using the findings to address program needs.

School Interpretation of CAT/2 Results in the School Context

- 70% of our students scored at or above grade level; this was below the Hamilton average. However, we feel our high ESL population is a contributing factor. We are addressing this factor in our action plan.
- Our score is within the 1992 Canadian average.
- Our score improved by 15% over 1994/95. Our goal is to continue this improvement.
- 76% of our grade 3 students are reading at or above grade level
- 77% are working at or above grade level in Language
- 88% are working at or above grade level in Mathematics
- The community served by Lake Avenue has a large population of new Canadians representing a large number of ethnic, cultural and religious groups. A high percentage of our parents have little or no English and we have implemented an Adult ESL program to address this need.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

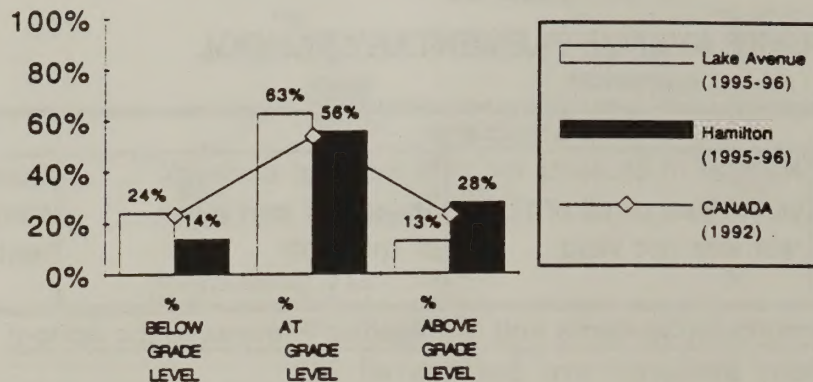


Grade 3: CAT/2 Summary

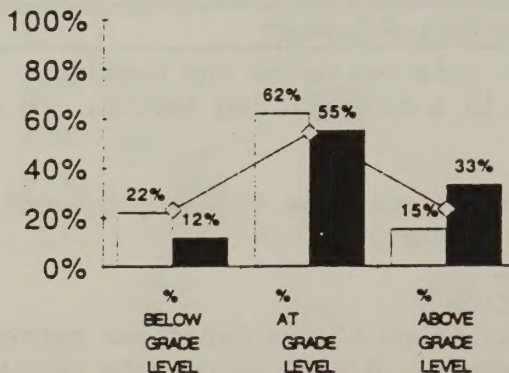
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lake Avenue (1995-96)	23%	65%	13%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Lake Avenue (1994-95)	36%	42%	21%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

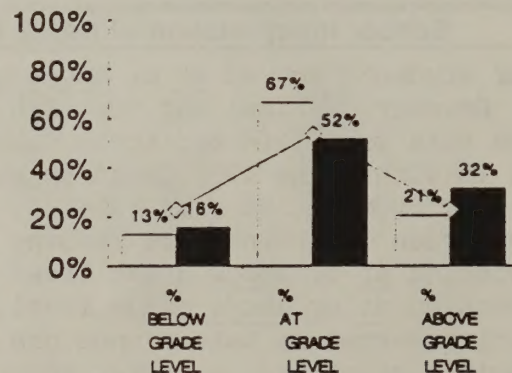
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

We have identified the following areas of focus in our action plan;

*Reading Vocabulary

*Reading Comprehension

*Language Expression

*Math concepts & application

The results of last year were addressed in the school plan through the Literacy Committee.

The primary division will be focussing on Problem-Solving in Mathematics by implementing a problem solving model with all students (see Action Plan)

Our math texts will be upgraded to Interactions (Ginn) so that the instructional strategies support an inquiry based mathematics program.

To address the reading/language areas we have developed an action plan which makes use of the teaching/learning strategies in Spelling Sense and Growing into Language. (see Action Plan)

To address the ESL background of our students we have put added emphasis on the use of the ESL strategies by all classroom teachers.

C.C. documents (Doug)

April 3/96
Date

Mrs. J. Gallagher
Principal's signature

GRADE SIX

1995-96

LAKE AVENUE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
56	7	16	33

General Comments on Students and the Testing Process in the School

Classroom teachers and the LRT coordinated the administration of the test. The staff involved received inservice on administering the test, interpreting the results, and using the findings to address program needs and specific student needs. Approximately 60% of the students tested are ESL. There were no concerns/problems during the testing that would have impacted on the results.

School Interpretation of CAT/2 Results in the School Context

The community served by Lake Avenue School was a large population of new Canadians representing a large number of ethnic cultural and religious groups. Approximately 32% of our students were born outside of Canada in non-english speaking countries. Many received no formal schooling. A high percentage of our parents have limited or no English. The implementation of an Adult ESL class at Lake Avenue at the beginning of the 1995 - 1996 school year has shown success in addressing the extensive Adult English language needs in our community.

The Lake Avenue staff are constantly challenged by the unique cultural, social, and academic needs of our students and community.

*In the school this year, 57% of our grade 6 students scored at and above grade level on the CAT/2 Total score.

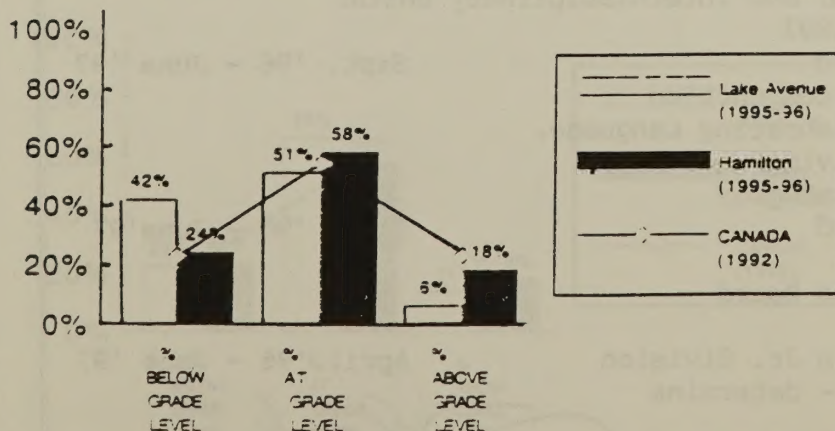
*In the school this year, 58% of our grade 6 students scored at and above grade level on the CAT/2 Reading score.

*In the school this year, 63% of our grade 6 students scored at and above grade level on the CAT/2 Language score.

*In the school this year, 52% of our grade 6 students scored at and above grade level on the CAT/2 Math score. The CAT/2 identified needs in Reading, Spelling, Language, Study Skills, and Mathematics.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

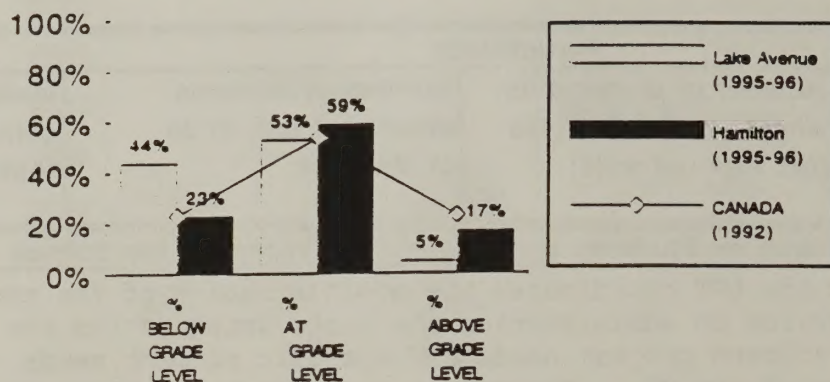


Grade 6: CAT/2 Summary

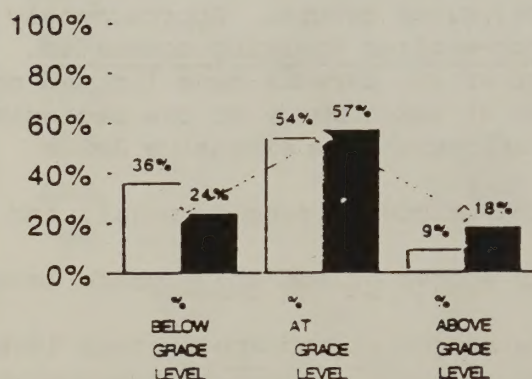
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lake Avenue (1995-96)	42%	51%	6%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Lake Avenue (1994-95)	41%	53%	7%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

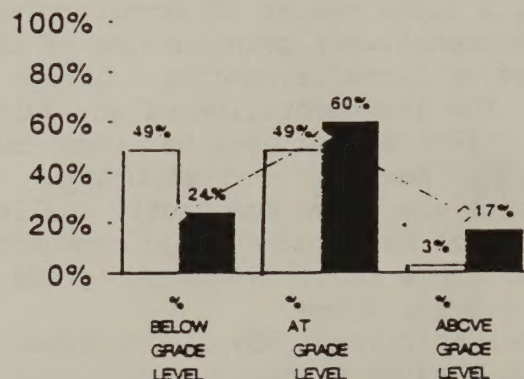
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The results last year were addressed in the School Plan through the Literacy committee's recommendations.

- the grade six classes had a writing lab each week
- upgrading of math resources

Due to the fire at Lake Avenue our writing lab has been disrupted but more support has been provided to our students due to limited programming. Two teachers have worked with each class in Language, math, and Interdisciplinary units.

Area(s) of Focus and Process for 1996 - 1997

Mathematics -implementation of C.C./Board outcome based documents in conjunction with Spelling Sense and Celebrating Language.

Sept. '96 - June '97

- division wide problem - solving Model and Instructional strategies

Language -implementation of C.C./Board outcome based documents

Sept. '96 - June '97

- use of Link 2 connections to Board Language documents
- use of writing instrument in Jr. Division to develop student profile - determine program needs
- U.S.S.R. across all grades

April '96 - June '97

Date -report results to community

Principal's signature

-ESL - see Terry's sheet September 1996

Gr. 6 Lake Avenue

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

LAWFIELD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
146	13	0	133

General Comments on Students and the Testing Process in the School

At Lawfield, the CAT/2 tests are administered by the Grade 6 Language teachers. Four exceptional students fully integrated in the regular class participated in the CAT/2. 13 exceptional students from the self-contained SLD & Comprehensive classes did not participate in the CAT/2.

School Interpretation of CAT/2 Results in the School Context

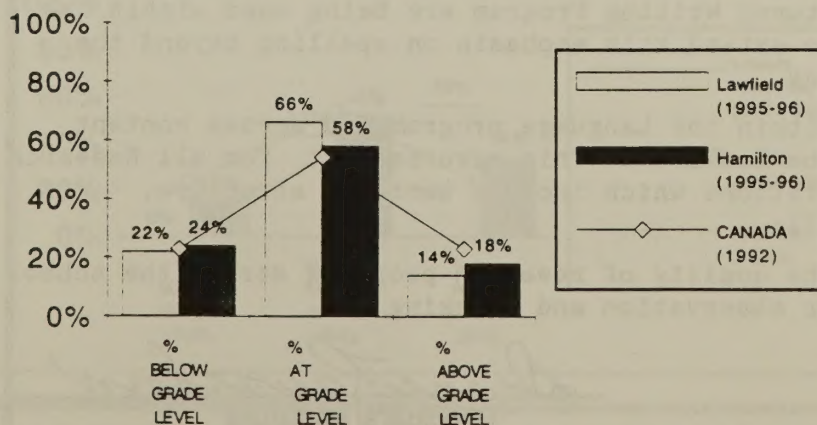
In our school this year, 80% of our Grade 6 students scored AT or ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. 86% of our Grade 6 students scored AT or ABOVE grade level on the Mathematics tests. Clearly Reading and Mathematics are areas of strength for our students. However, reading comprehension skills are somewhat stronger than reading vocabulary skills and mathematical computation skills are stronger than mathematical concepts and applications.

73% of our Grade 6 students scored AT or ABOVE grade level on the Language tests. While only an area of comparative weakness, there is a need to focus on the development of spelling and language mechanics both within the language program and across the curriculum.

Grade 6: CAT/2 Results, 1995-96

Grade 6: CAT/2 Summary

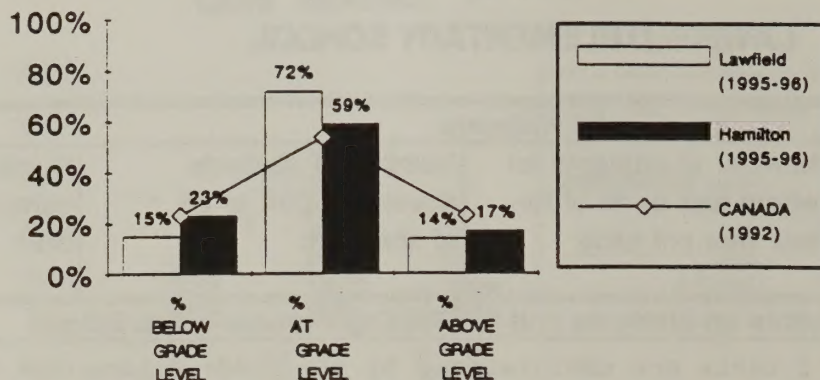
CAT/2 TOTAL SCORE



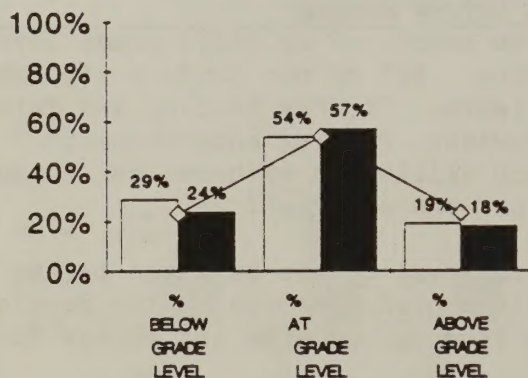
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lawfield (1995-96)	22%	66%	14%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Lawfield (1994-95)	26%	64%	11%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

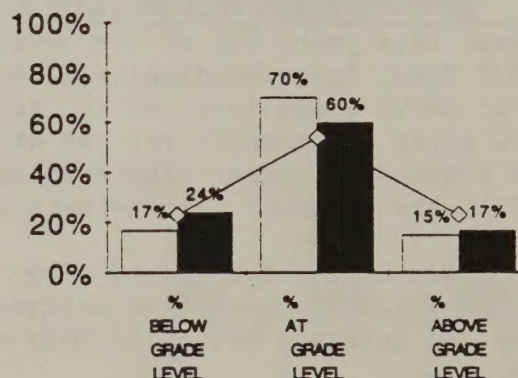
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

In both the 1994-95 and 1995-96 CAT/2 results, Language emerged as an area of comparative weakness for Lawfield students, especially spelling and language mechanics. In analyzing the scores in terms of Board curriculum, we noted that some aspects of the language mechanics like quotations and dialogue had not been reviewed in Grade 6 by the November testing period. We emphasized and will continue to emphasize these for review and re-teaching within the Language program.

Special emphasis continues to be placed on spelling in the Language program through the development of phonetic skills, syllabication and word analysis. Specific programs like Megawords and the Structured Writing Program are being used within the Learning Resource program. We plan to extend this emphasis on spelling beyond the Language program and into content areas.

To focus on language mechanics both within the Language program and across content areas, we developed a Product Guide for Research. This ensures that, for all Research projects, teachers have similar expectations which include sentence structure, paragraph development and editing skills.

We are striving for consistency in the quality of research projects across the school which we will document through teacher observation and tracking.

April 4/96
Date

Diane Rawsthorn
Principal's signature

LINCOLN ALEXANDER ELEMENTARY SCHOOL



Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
49	0	1	48

General Comments on Students and the Testing Process in the School

The CAT/2 tests are administered at Lincoln Alexander by our regular classroom teachers, all of whom have experience in both appropriately scheduling & administering the CAT. Students who were absent during various components of the test were tracked and then tested in mixed groups, as available, in the resource room by our Learning Resource Teacher. The result is as high a percentage of full assessment data available as possible. Lincoln's ESL population in grade 3 is 9% of the total grade 3 population. No adjustment in the testing procedure was deemed necessary for this group of students.

School Interpretation of CAT/2 Results in the School Context

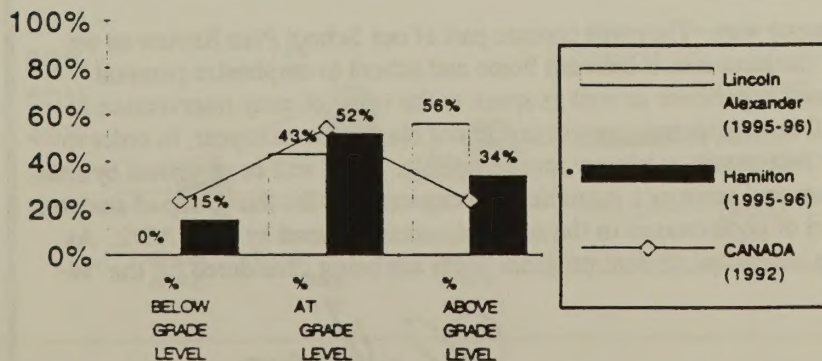
The Lincoln Alexander School community is almost entirely a residential neighbourhood which is predominately single-family, resident-owned dwellings (69%). It is a community that is relatively stable with more than 90% of its families resident for more than 5 years. Our student body reflects this stability with less than a 10% annual rate of student transfers in or out. The net result is that in this grade three population, 46 have been students at Lincoln for 2 or more academic years. It is a population which has no identified exceptional students among its number. At the same time, 10 of this test group have qualified for individualized assessment in the Board's identification process for gifted programming.

Our community clearly values hard work and the benefits of education with nearly 60% having been involved in some form of post-secondary training or education programs. This commitment to education is very evident in our school through the large number of parents who have become actively involved in their child's learning. Our school's strongest partnerships are clearly with individual parents and with our organized parent group who have contributed to the school program as volunteers in a multiplicity of ways such as; classroom program support, remedial support, enrichment support, technological support, and co-curriculum support.

In our school this year, 100% of our Grade 3 students scored AT or ABOVE grade level on the CAT/2 Total Score, Reading, and Mathematics subtest areas. The percentage for Language AT or ABOVE grade level is 98%. In three test areas (Total Score, Language, and Mathematics) more than 50% of Lincoln grade 3 students scored ABOVE grade level.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

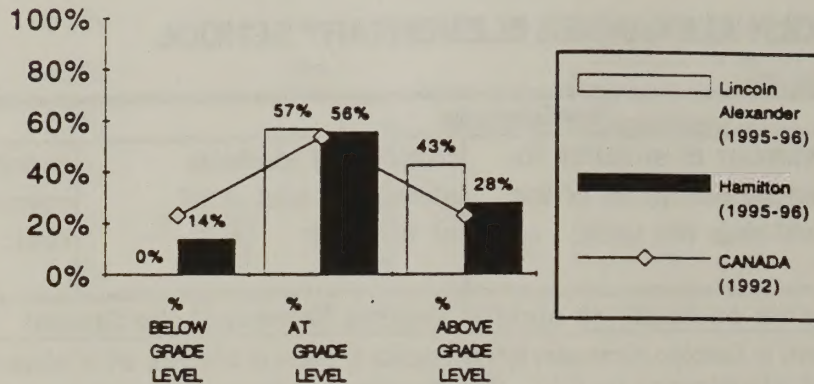


Grade 3: CAT/2 Summary

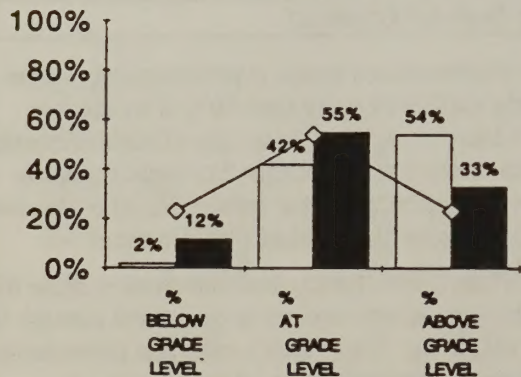
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lincoln Alexander (1995-96)	0%	43%	56%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Lincoln Alexander (1994-95)	16%	38%	44%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

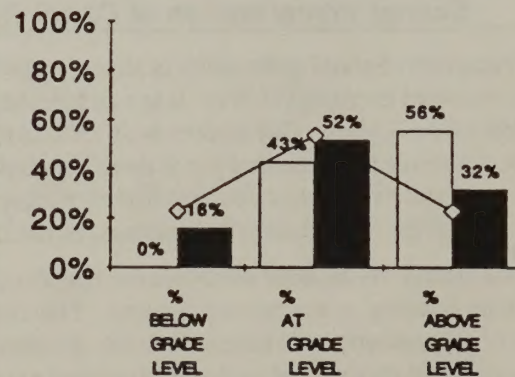
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Lincoln Alexander School's 1994-95 results were used as an input component during our '94-95 School Plan Review process. They emphasized our need to continue to work to enhance the effectiveness of our school DART process as a problem-solving vehicle to assist in the planning and delivery of differentiated programming for our students. It also reinforced the importance of maintaining a proactive and early intervention focus through such programming. The results were also used in the establishment of related classes for the '95-96 school year in order to provide the best possible placement for students with remedial and enrichment needs. Last year's results were most valuable however, in providing information around individual student program needs. They formed a part of the assessment profile used as individual programming needs were put into place for the current school year. A number of those students for whom CAT test results were low have continued to receive remedial support, both through withdrawal and in-class assistance.

This year's CAT/2 test results will be used in much the same way. They will become part of our School Plan Review as we assess the 1995-96 School Plan. We believe they reflect the joint efforts between home and school to emphasize parental involvement in the their child's learning and overall school experience as well as speak to the value of early intervention in supporting students in these areas. The detailed data will be considered as we organize our classes for next year, in order to attempt to ensure an organization which can provide the best possible delivery model possible. They will be re-visited by next year's grade 4 teachers to assist them in planning program and serve as a reminder that expectations for this group of students needs to continue to be high - given the overall high-level of performance in the academic areas assessed by the CAT/2. As with last year, these results will be most valuable to us as individual student program needs are being considered for the '96-97 school year.

April 4, 1996

Date

P.R. Morgan

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

LINDEN PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
35	1	1	33

General Comments on Students and the Testing Process in the School

The principal co-ordinates and the classroom teachers administer the CAT. It is a long process. Frustration occurs due to absent students or students that change schools and miss out on being tested. Teaching staff attended the inservices as needed. Results for new incoming students are not always passed on from school to school.

School Interpretation of CAT/2 Results in the School Context

Linden Park School has a total student population of 256 students from JK to Grade 5. This encompasses a Junior G.L.D. class and 0.5 - ESL/D class. The primary catchment area is Block 53. Over 65% of the parents own their own homes and 73% of our families have both parents living in the home. In many of our homes both parents are employed and they tend to stay in the neighbourhood for 5 years or longer. .88% of our Grade 3 students scored at or above Grade Level on the Total C.A.T. Test compared to 86% across Hamilton and 77% across Canada.

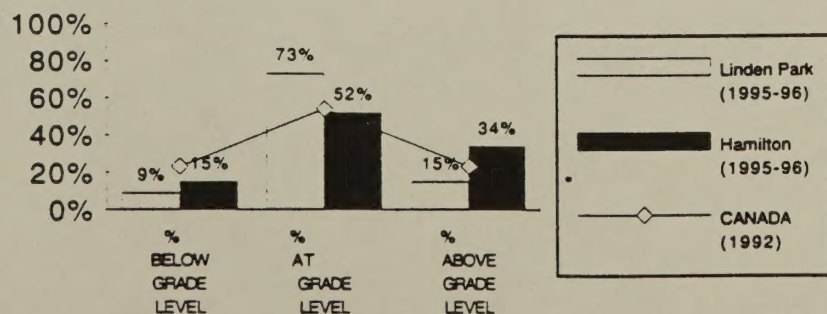
.78% of our Grade 3 students scored at or above Grade Level on the Reading Test

.87% of our Grade 3 students scored at or above Grade Level on the Language Test.

.96% of our Grade 3 students scored at or above Grade Level on the Mathematics Test.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

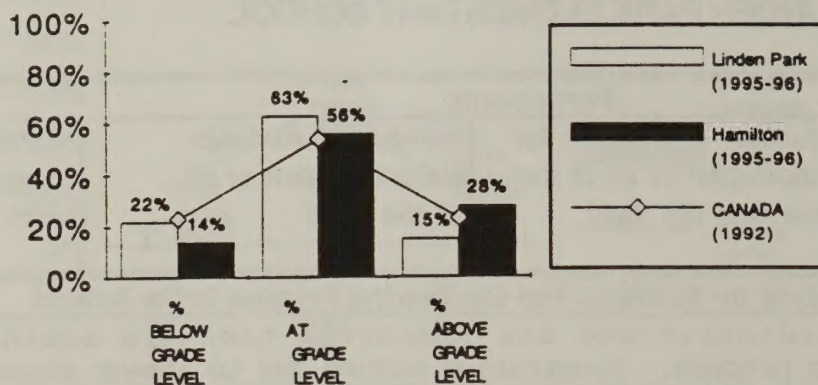


Grade 3: CAT/2 Summary

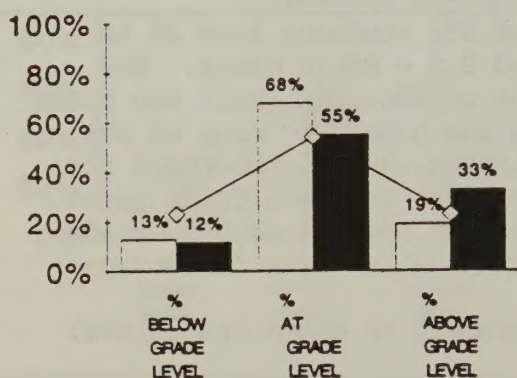
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Linden Park (1995-96)	9%	73%	15%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Linden Park (1994-95)	7%	64%	28%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

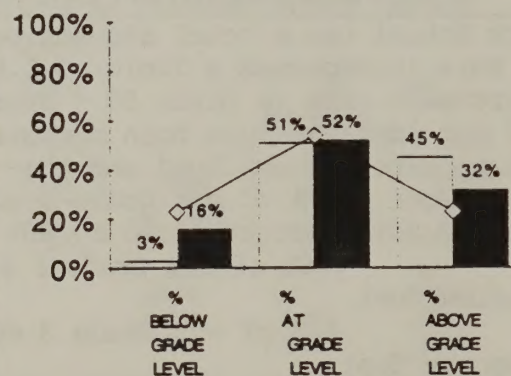
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

1. Students have received appropriate intervention programs.
2. Looking to increasing the LRT position up from 0.5 F.T.E.
3. To continue to implement the school's 'ACTION PLAN' for Reading Literacy.
4. To maintain regular assessment of Reading Skills.
5. Teachers to continue to observe, assess, test, diagnose, prescribe programing in developing Reading Skills.
6. To provide lots of reading practice that is relevant.

1996 04 04

Date

P. M. Joyce
Principal's signature

GRADE THREE

1995-96

LISGAR ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
45	6	0	39

General Comments on Students and the Testing Process in the School

The Lisgar School population is relatively stable. Our Grade 3 enrollment changed by only a couple of students from the beginning of the year.

The CAT/2 test was administered by Grade 3 classroom teachers assisted by our Learning Resource Teacher. We made the decision to hand score 6 tests due to i) random answer selection demonstrated; ii) extreme agitation/lack of focus demonstrated or iii) comprehension level beyond ESL student.

Although we appreciate the valuable input the CAT/2 results provide for programming, we are cognizant of the validity concerns re testing numbers of less than 50.

School Interpretation of CAT/2 Results in the School Context

.Overall Lisgar student scores indicate that on the entire battery of tests 97% of our students scored at or above grade level as compared with 87% of Hamilton Grade 3 students and 77% of Canadian Grade 3 students.

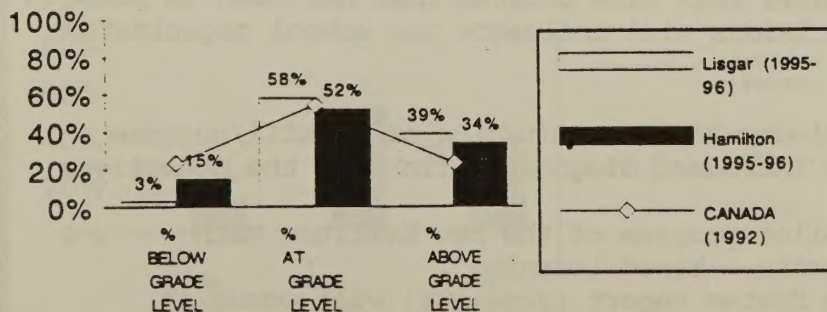
.In our school 97% of Grade 3 students scored at or above grade level in Reading as compared to 84% locally and 77% nationally.

.Similarly in Language 98% Lisgar Grade 3 students scored at or above grade level compared to 88% locally and 77% nationally.

.Math results for Grade 3 students at Lisgar indicate that 93% scored at or above grade level compared to 84% locally and 77% nationally.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

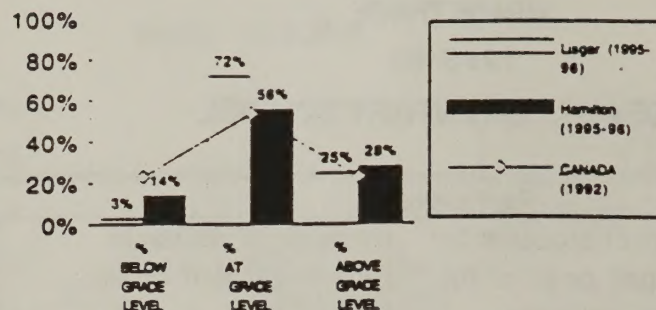


Grade 3: CAT/2 Summary

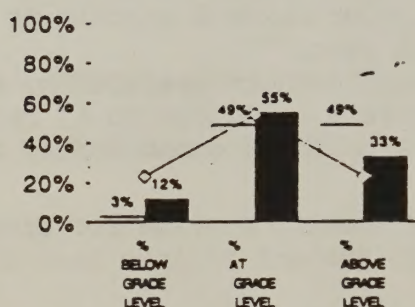
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lisgar (1995-96)	3%	58%	39%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Lisgar (1994-95)	24%	63%	12%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

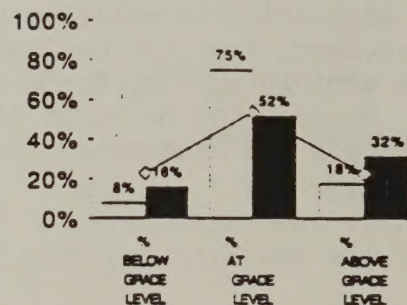
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

.A Parent Information Session was presented by Lisgar Staff on Wednesday, March 27/96 on the nature of the CAT/2 test. This general interpretation was communicated to parents of Grade 3 students only in an effort to enable them to knowledgeably discuss individual results with classroom teachers.

.Resource programs targeting specific reading language skill development have been in place since Fall of '95. Participating students were targeted through classroom diagnostic testing, informal observation/assessment, report evaluations and ultimately CAT/2 scores that indicated need for growth. Sample resource support programs offered in '95-'96 through LRT, Classroom teacher, Volunteers and Co-op students:

- i) Open Court - direct phonemic awareness program
- ii) Sounds Abounds - linguistic awareness
- iii) Spalding spelling skills program - a supplement to the Spelling Sense curriculum implementation
- iv) Math Basics - supporting Math classroom program
 - withdrawal
 - volunteer support (1 on 1)

.A review in Apr/May '96 of the intensive full time program that has been in place for 95-96, along with Board budget decisions will influence our school organization for '96-'97

.Our Common Curriculum Action Plan includes the determination of a skill/outcome continuum from grade to grade allowing increased diagnostic links to the Objectives Competency Report

.Grade 1 - 5 teachers were part of a pilot program of the new Hamilton Math Curriculum document - "Grade 1 - 5 Outcome - based Learning".

.Communication of information from the System Report (June '96) will occur in Sept/Oct '96 through the Lisgar staff and/or the Lisgar School Council.

Apr. 4, 1996

Date

Marilyn Stewart

Principal's signature

GRADE THREE

1995-96

LLOYD GEORGE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 2	Number of students absent for part or all of the test: 2	Number of students completing entire test: 25
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General Comments on Students and the Testing Process in the School

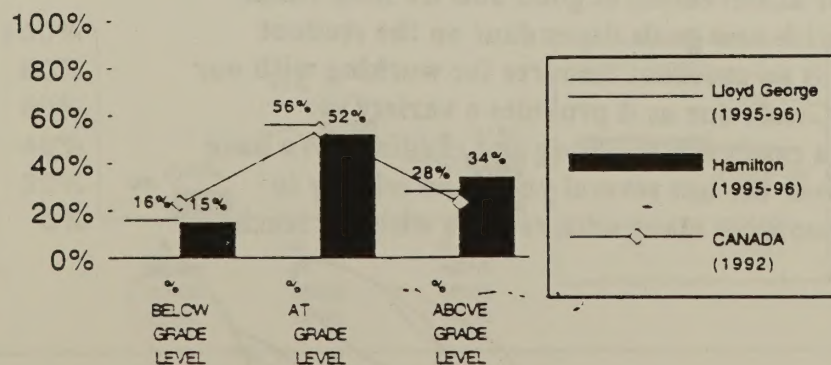
Students from 2 classes come together to do the tests. The 2 classroom teachers coordinated and administered the CAT/2 tests in one of the classrooms. Both teachers have been involved in giving the tests before and both have been to inservice sessions.

School Interpretation of CAT/2 Results in the School Context

Lloyd George School is a Junior Kindergarten to Grade 5 school with two Junior Special Education classes (SLD & BE). It is a Compensatory Education School located in Hamilton's east end industrial area. Two areas we concentrate on is through our "Writing-to-Read" Program in Senior Kindergarten and Grade One, and also our remedial and enrichment programs orchestrated through our Learning Resource Teacher. A large portion of students in the Primary Grades received help individually or in groups at various times throughout the year. In our school this year 84% of our Grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

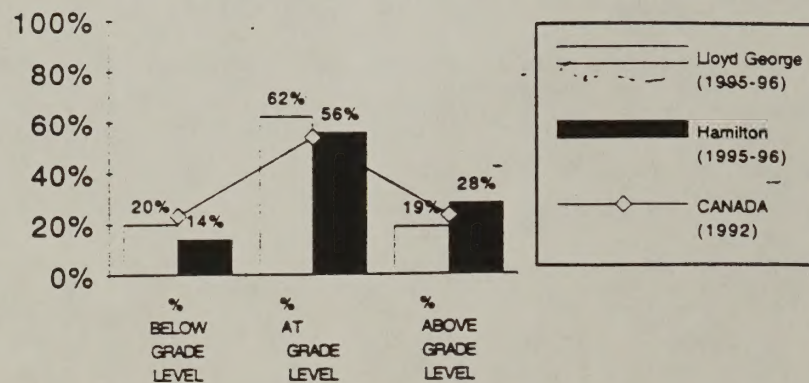


Grade 3: CAT/2 Summary

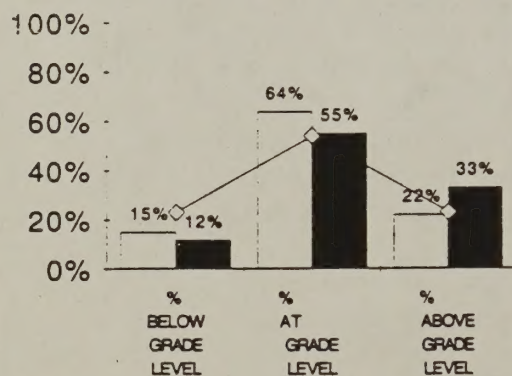
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Lloyd George (1995-96)	16%	56%	28%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Lloyd George (1994-95)	45%	52%	4%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

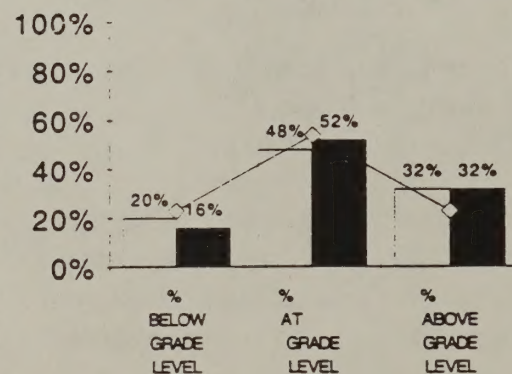
CAT/2 READING



CAT/2 LANGUAGE



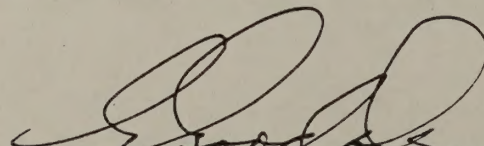
CAT/2 MATHEMATICS



School Progress and Planning Report

Lloyd George Staff review students each year. In consultation with the Primary Grade teachers and the Learning Resource Teacher we look at areas that need servicing in language and in mathematics. Classroom modifications are often made and a main focus is determined. For quite a number of students, programs are designed to operate with a variety of groups of students through our Learning Resource Teacher, adult volunteers, student buddies and sometimes through our SLD teacher. Groups are reviewed for achievement of goals and we then either disband, continue or re-form groups with new goals dependant on the student needs. Our "Writing-to-Read" room is an excellent resource for working with our students in Senior Kindergarten and Grade one as it provides a variety of experiences for our students to act as a catalyst for writing and reading. We have concentrated on these two resources over the last several years and will try to continue to use these as prime extra resources along with reviews with the teachers.

April 3/96
Date


Principal's signature

GRADE THREE

1995-96

MEMORIAL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
58	11	0	47

General Comments on Students and the Testing Process in the School Page 1 of 3

- * The Grade 3 teachers and L.R.T. administered the C.A.T. at Memorial School.
- * All three Grade 3 teachers have administered the tests in other years. The V.P. and L.R.T. attended inservice sessions in 95 and acted as resource people.
- * E.S.L. is not an issue but a percentage of our population is transient creating gaps in learnings. 250 new students entered Memorial Sept. 95—1/3 school new students.

School Interpretation of CAT/2 Results in the School Context

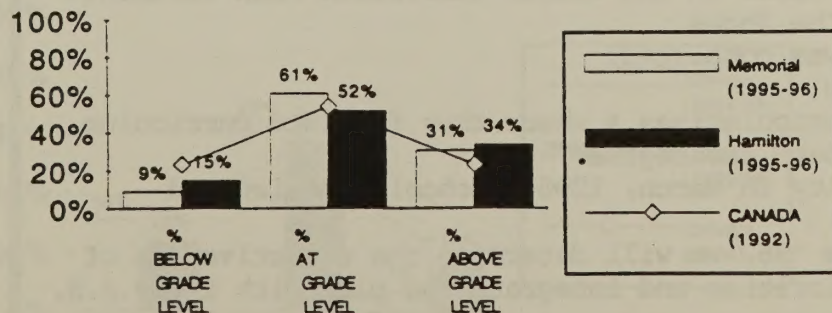
Of our Grade 3 students, 16 (34%) have been taken through the D.A.R.T. process due to learning difficulties & have received either L.R.T. and/or Speech & Language assistance.

In our school this year, 92% of our grade 3 students are AT and ABOVE grade level on the CAT/2 Total Score (Reading, Language, Mathematics), 91% are AT and ABOVE grade level in Reading, 94% are AT and ABOVE grade level in Language, and 88% are AT and ABOVE grade level in Mathematics. Last year 69% were AT and ABOVE grade level in Mathematics. An improvement is noted in the 95/96 scores.

- * It is important to note that across the city those not meeting with success in the sub-test did not write the full test.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

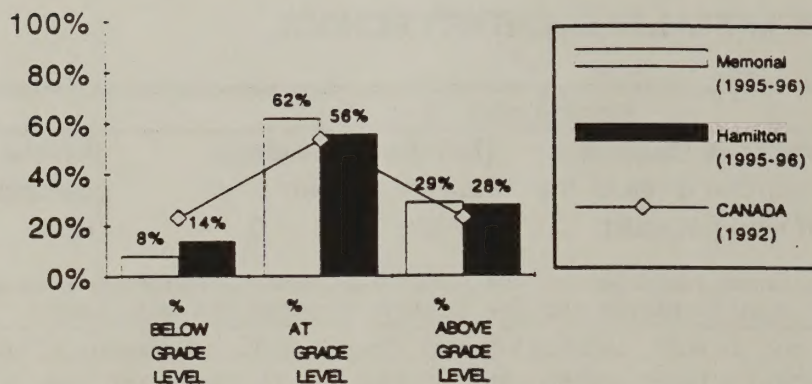


Grade 3: CAT/2 Summary

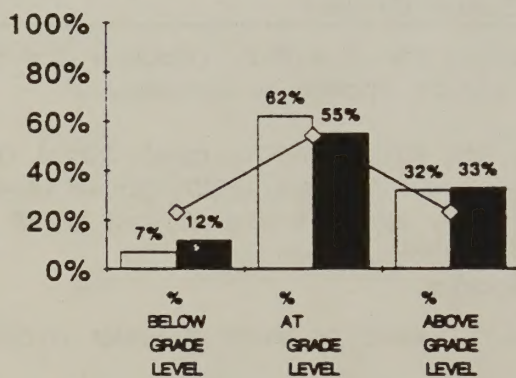
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Memorial (1995-96)	9%	61%	31%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Memorial (1994-95)	24%	43%	33%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

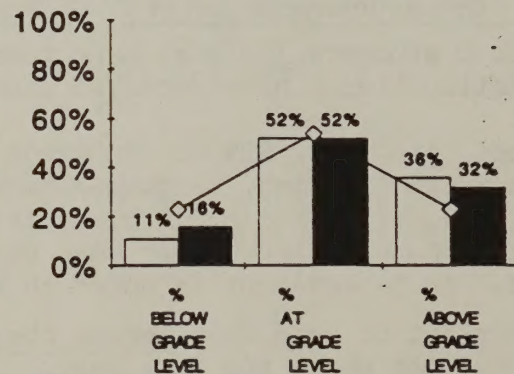
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- * All students who scored below grade level on a majority of 94/95 tests, were put through the DART process & individual programming suggested.
- * Those students who scored below grade level on particular tests were programmed for according to their individual needs.
- * Students' progress was tracked & work samples collected.
- * On a school wide basis, Math was considered to be the area that needed concentration in 95/96.
- * Action Plans were created to bring about changes in the chosen area(s).
- * Mary Jean T. & V.P. worked with the staff on the Common Curriculum Math Document. Outcomes for each grade level were the focus.
- * An inventory of math manipulatives was completed.
- * Resources were pooled for all to use!
- * In-service was provided on use of manipulatives & where they fit into curriculum.
- * Grade and divisional teams met to share strategies.
- * Results were shared with the Community in March, 1996. (School overview and individual scores).
- * Through a review process in May/June '96, we will determine the effectiveness of the existing plan, establish new priorities and integrate the plan with the P.A.S. to ensure accountability in 96/97.

April 1996
Date

Mary Johnson (V.P.)
Principal's signature

GRADE SIX

1995-96

MEMORIAL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid: 13	Number of students absent for part or all of the test: 6	Number of students completing entire test: 71
90			

General Comments on Students and the Testing Process in the School

- * test co-ordinated by LRT and administered by Grade 6 teacher
- * inservice addressed through attendance at system sessions and shared planning among staff involved in the testing
- * Memorial's primary Grade 6 feeder school is a Junior French Immersion site

School Interpretation of CAT/2 Results in the School Context

Memorial is a JK - Grade 8 school with an enrolment of close to 700 students. We house an Intermediate Comprehensive class and for all 16 students Memorial is the home school. We also have an Intermediate BE class, where, for 4 of the 8 students, Memorial is the home school.

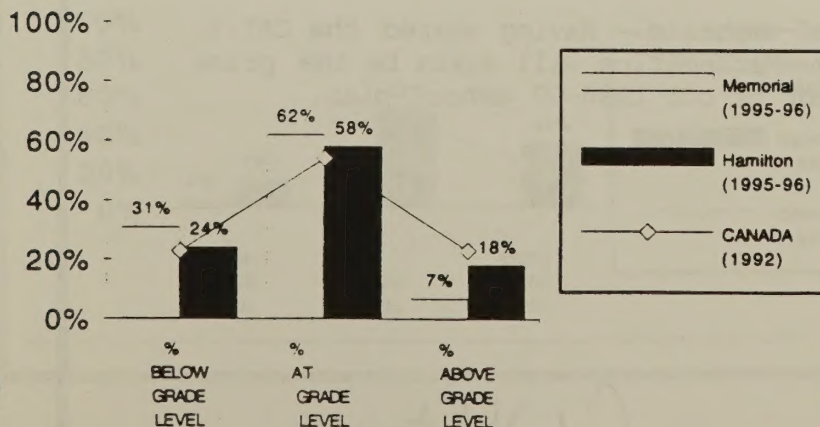
During the 1994-95 school year, 127 DART's (Levels I & II) were held. Of these, 56 (44%) were for students from Grades 5 through 8.

Of the 1995-96 Grade 6 class, 43% did not attend Memorial in Grade 5. When the results for those students who attended Memorial in Grade 5 are analyzed separately from the Memorial total, we see that 76% of students who attended Memorial in Grade 5 scored at or above grade level on the CAT2 total score whereas, in our school this year, 69% of our Grade 6 students scored at or above grade level on the CAT/2 Total Score.

For the entire group, Reading & Language results were better than Math results and Math needs to be the area where we concentrate our efforts.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

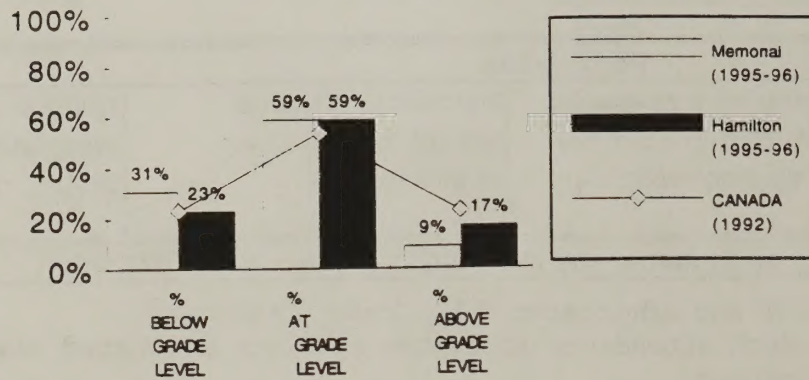


Grade 6: CAT/2 Summary

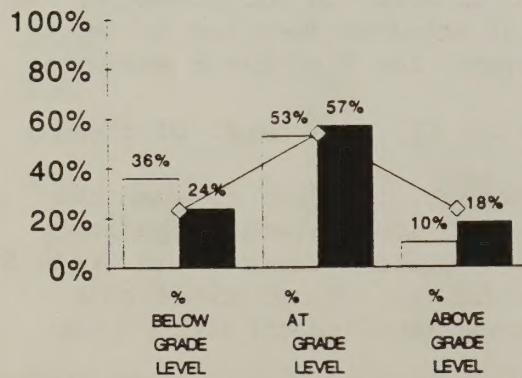
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Memorial (1995-96)	31%	62%	7%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Memorial (1994-95)	33%	57%	9%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

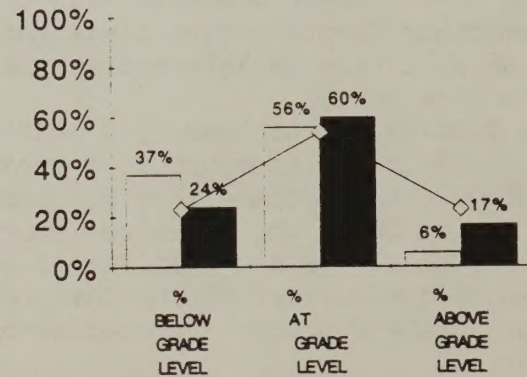
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

As a result of reviewing the 1994 CAT results with staff and community, Mathematics became the prime program focus in our 1995-96 school plan. At the same time, we established Language and Reading targets as well. The results of the CAT/2 (Nov. 1995) show that our targets were met in Language and Reading by those students who attended Memorial in Grade 5. The results for students who were not at Memorial in Grade 5 are significantly different, especially in the below grade and above grade categories.

Mathematics continues to be an area of emphasis. Having shared the CAT/2 results with both the staff and community, Mathematics will again be the prime program focus through the program component of our 1996-97 school plan.

1996 04 04

Date

C. W. Waterman

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

MOUNTVIEW ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 32	Number of students for whom part or all of the test was not valid: 2	Number of students absent for part or all of the test: 1	Number of students completing entire test: 29
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General Comments on Students and the Testing Process in the School

A team consisting of Grade 3 teachers, LRT and Principal co-ordinate the CAT testing. There were no significant interventions that invalidated the results.

School Interpretation of CAT/2 Results in the School Context

Mountview School students possess an extremely diverse range of academic, cultural and socio-economic backgrounds. The surrounding community is very supportive and is increasingly involved in many aspects of school life. Mountview currently enrolls 296 pupils from JK - 5.

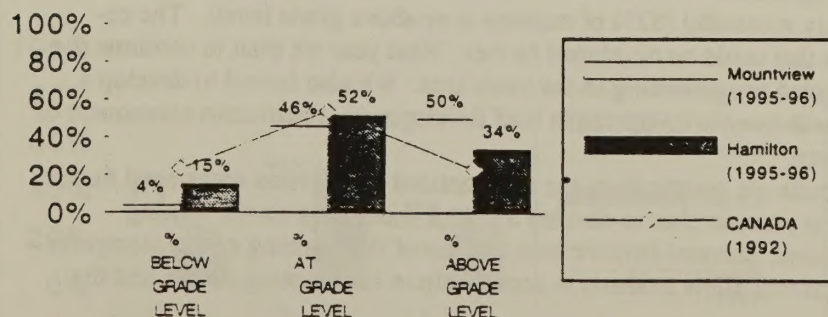
Mountview, overall, was very pleased with the results

In Reading, 100% of the students scored	AT or ABOVE grade level
In Language, 91% of the students scored	AT or ABOVE grade level
In Mathematics, 83% of the students scored	AT or ABOVE grade level
In the Total Battery, 96% of the students scored	AT or ABOVE grade level

The achievement is a combination of parental support and involvement in the remedial and enrichment programs offered within the school.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

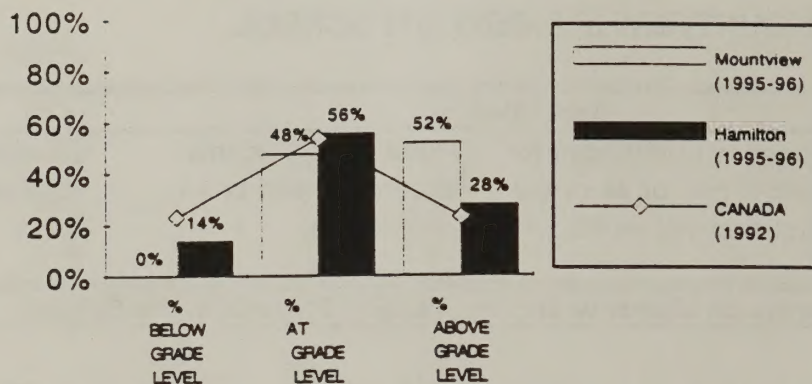


Grade 3: CAT/2 Summary

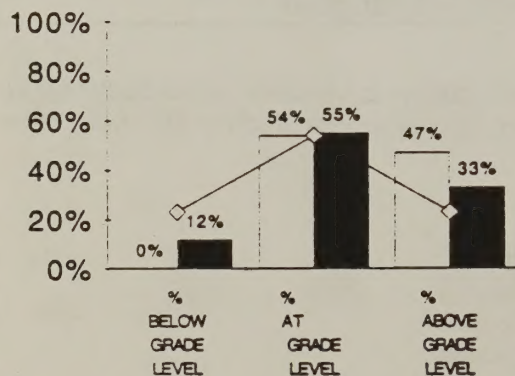
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Mountview (1995-96)	4%	46%	50%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Mountview (1994-95)	9%	33%	59%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

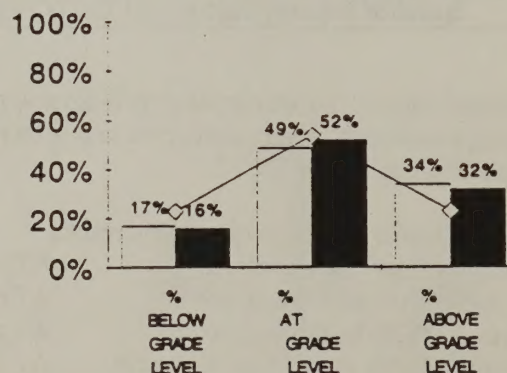
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Initially results were reviewed by the co-ordination team (i.e. Principal, LRT, Gr. 3 teacher, Gr. 3/4 teacher) From this review trends were identified and plans developed.

1. **The Reading Programme** at Mountview is highly successful (100% of students at or above grade level) We feel this is a reflection of the current reading programme, parental involvement, use of the learning centre and effective use of the DART process. Next year we plan to continue with the Open Court programme in grade one, to implement Open Court in grade two and to continue using a variety of reading strategies in the Learning Centre. We also plan to build a community of reading experts in our school through co-operative staff development. Parental involvement will also continue to be a large component of our successful programme.
2. **The Math Programme** at Mountview is also highly successful (83% of students at or above grade level). The co-ordination team noted that problem solving is an area that could be developed further. Next year we plan to continue the use of the challenge centre as a resource for differentiated programming in the math area. We also intend to develop a school wide focus on problem solving. This process will involve co-operative staff development, continuous assessment of students at risk and on going use of the challenge centre.
3. **The Writing Process.** Although our language results are outstanding, the team noticed that certain areas need further development (i.e. spelling, language expression). Next year we plan to develop a school wide focus on the writing process. This will involve co-operative staff development, parental involvement and use of the learning centre /computer lab. We intend to develop a common writing time that will allow students to access help in the learning centre and the computer lab.

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

NORWOOD PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
42	2	1	39

General Comments on Students and the Testing Process in the School

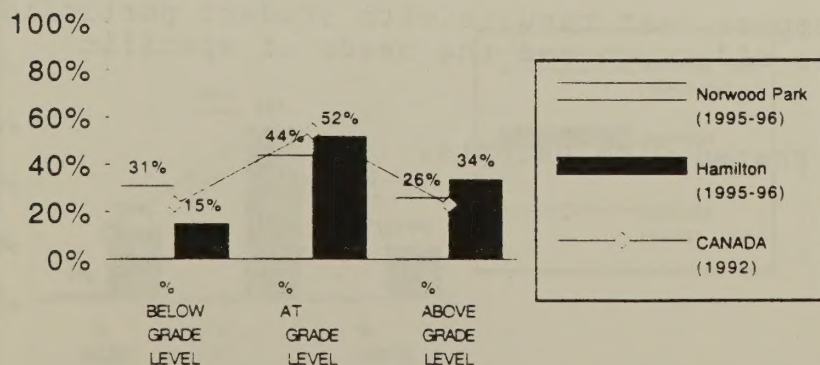
The vice-principal co-ordinates and administers Grade 3 testing. All the students have been in French Immersion since S.K.

School Interpretation of CAT/2 Results in the School Context

The results this year are significantly lower than last year with 31% of our students scoring below grade level and 26% above grade level. Since there have been no changes in either the teachers or the program, these results represent a generally weaker group of students. This statement is substantiated by the teachers involved and by the overall lower scores seen in the results of the Raven's Matrix and the Otis-Lennon tests. Significantly fewer tests were invalidated this year--only 2 of 42, compared with 12 of 35 last year. If the 12 invalidated tests from last year were added to the totals, our results for 1994-95 would drop from 77% at or above grade level to approximately 50% at or above grade level. A third factor is the shorter period of instruction in English. Formal instruction in English begins only in grade 2 of the French Immersion program.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

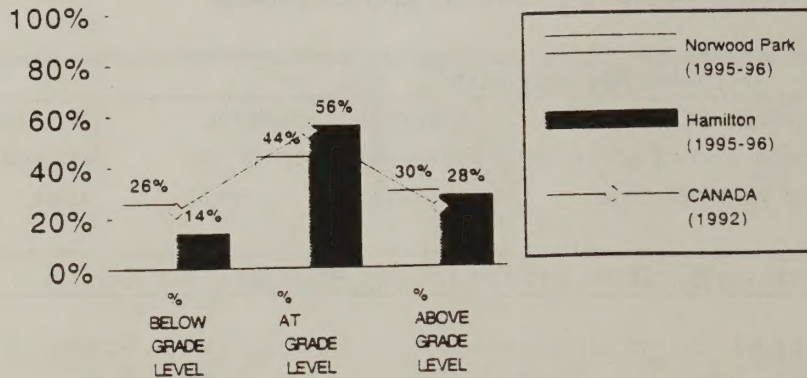


Grade 3: CAT/2 Summary

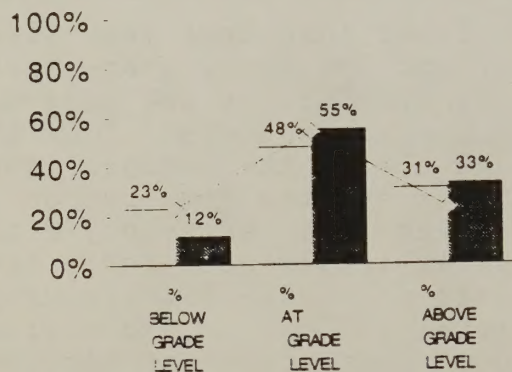
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Norwood Park (1995-96)	31%	44%	26%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Norwood Park (1994-95)	6%	77%	17%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

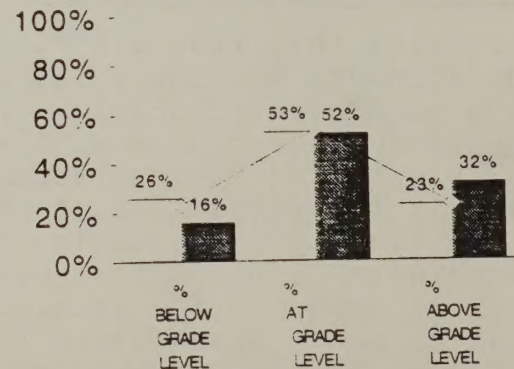
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's results were addressed through planning for individual student needs. The math program has been the focus of in-service sessions and changes in teacher planning and program delivery.

Action Plan

Spring 1996--Teachers will analyze the "Objectives Competency Report" to determine general program needs.

Teachers will compare test results with student portfolios to identify areas of growth and the needs of specific students.

Results will be shared with parents.

Date _____

Principal's signature _____

GRADE SIX

1995-96

NORWOOD PARK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
60	0	6	54

General Comments on Students and the Testing Process in the School

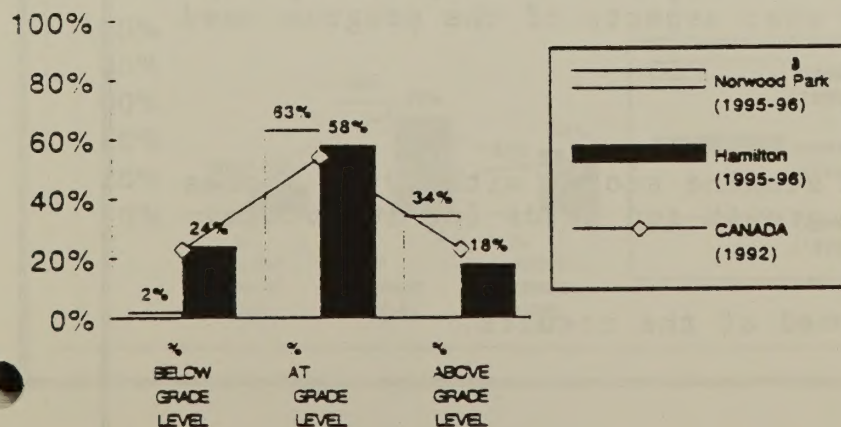
The grade 6 English teachers conducted the test with their own class. All students have been in French Immersion since S.K. Mathematics is taught in French, while the testing was done in English.

School Interpretation of CAT/2 Results in the School Context

The results this year were significantly higher from last year with only 2% of our students achieving below grade level and 34% above grade level. Last year we had 14% below grade level and 25% above grade level. Since there have been no changes in neither the teachers nor the program, these results represent a stronger group of students. C.A.T. results are used to assist individual students with learning needs.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

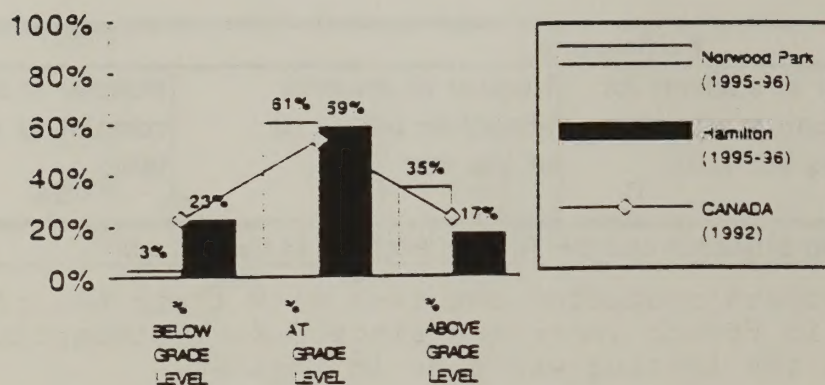


Grade 6: CAT/2 Summary

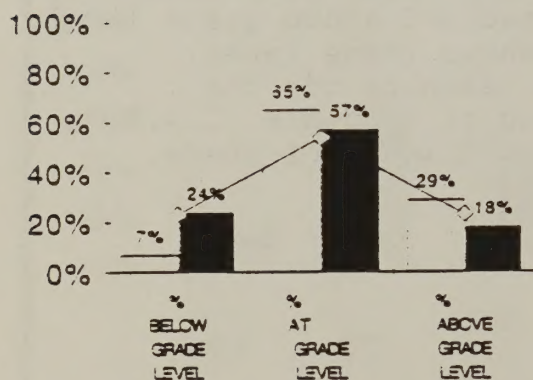
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Norwood Park (1995-96)	2%	63%	34%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Norwood Park (1994-95)	14%	61%	25%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

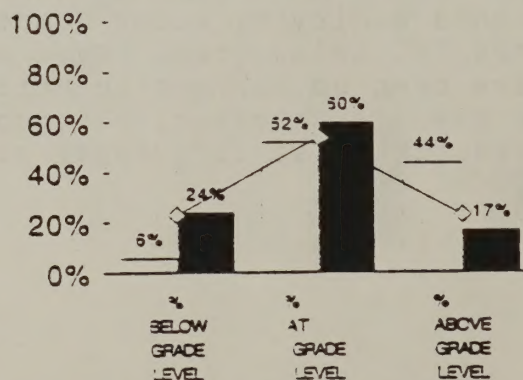
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's results were addressed through planning for individual student needs.

We did not initiate any changes in the program.

ACTION PLAN

Spring 1996 - Teachers will analyze the "Objectives Competency Report" in order to determine what aspects of the program need further emphasis.

Teachers will compare stanine scores with Gr. 3 scores to determine areas of growth and needs for individual students.

Parents will be informed of the results.

Date _____

Principal's signature _____

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

PARKDALE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 32	Number of students for whom part or all of the test was not valid: 3	Number of students absent for part or all of the test: 0	Number of students completing entire test: 29
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General Comments on Students and the Testing Process in the School

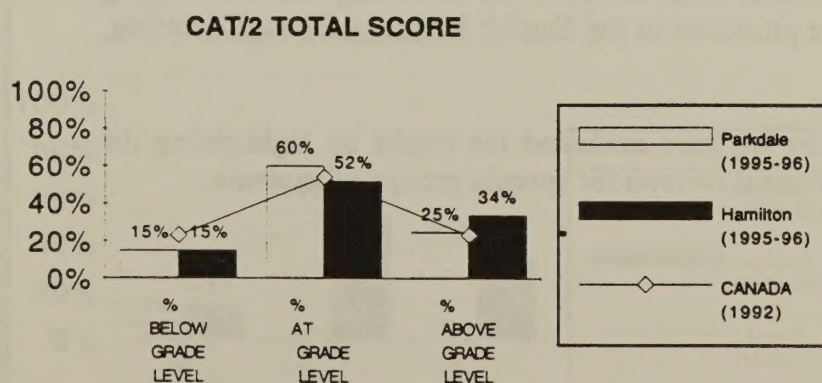
One Grade 3 teacher administered all sub tests to all of the students. There was no significant number of ESL students or Exceptional students at the Grade 3 level. The pre-test was administered this year.

School Interpretation of CAT/2 Results in the School Context

Parkdale School in the east end of the lower city is a Compensatory Education School with a very small mobility factor (12%). Population is relatively stable and would not be considered in a transient situation. Most families are in single family dwellings with some subsidized housing and apartment buildings.

82% of the students tested in Reading scored at or above grade level, 85% of the students in Language scored at or above grade level and 89% of the students in Math scored at or above grade level. Overall results indicate that students at Parkdale School in Grade 3 did very well. - 85% were at or above grade level. Across Hamilton the average was 86% at or above grade level as compared to the Canadian totals 77% who were at or above grade level.

Grade 3: CAT/2 Results, 1995-96

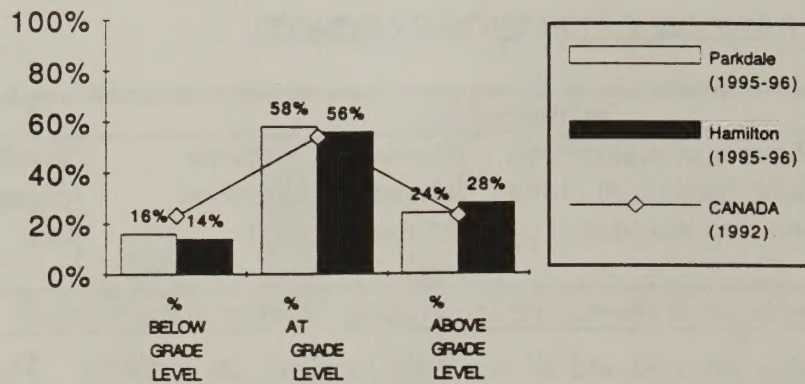


Grade 3: CAT/2 Summary

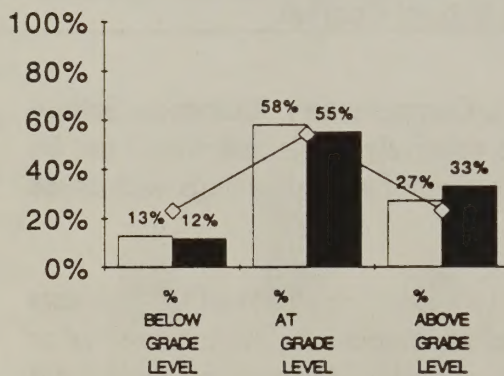
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Parkdale (1995-96)	15%	60%	25%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Parkdale (1994-95)	7%	75%	19%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

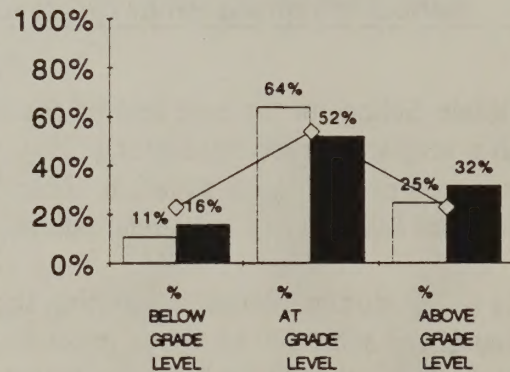
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Parkdale School continues to focus in its school plan on developing the language curriculum, emphasizing reading and writing (Writing-to-Read at the K - 1 levels). These results are strong due to the overall school focus of constantly reviewing and encouraging students at all levels to become more proficient in the English language through listening, speaking, reading and writing.

In both the Math and Language areas we have evaluated the results by highlighting the areas of weakness and providing additional reviews for specific groups of students.

April 4, 1996
Date

M. D. J. J. J.
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

PAULINE JOHNSON ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 0	Number of students completing entire test: 52
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General Comments on Students and the Testing Process in the School

Testing is coordinated by the Principal and administered by the Grade 3 teachers. All students in Grade 3 participated in the test, excluding self-contained special education students, but including 4 ESL students. There are no regular class, exceptional students in Grade 3

School Interpretation of CAT/2 Results in the School Context

The school has, basically, a very stable community which enables students to receive sequential instruction through a grade and also a division. Turnover of staff has been minimal which has enabled them to develop into a strong team within and across divisions.

Summary of Results: In our school this year:-

94% of our Grade 3 students scored AT or ABOVE gr.Level on CAT/2 Total Score

96% of our Gr.3's scored AT or ABOVE gr. level on CAT/2 Reading Test

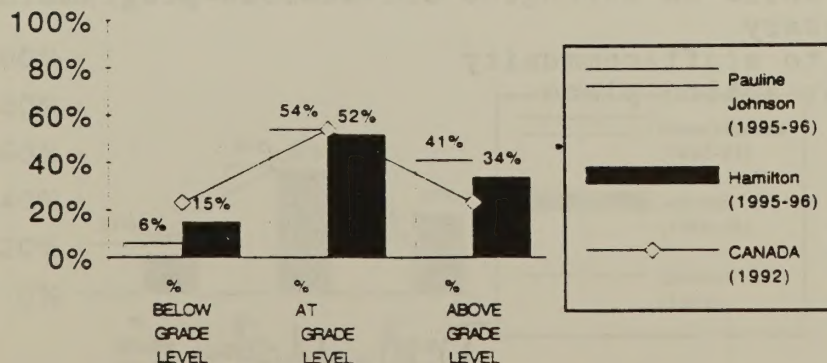
94% of our Gr.3's scored AT or ABOVE gr. level on CAT/2 Language Test

92% of our Gr.3's scored AT or ABOVE gr. level on CAT/2 Mathematics Test

As a staff we see a need to maintain the areas of strength achieved above as well as continuing to refine old methods and explore new ones.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

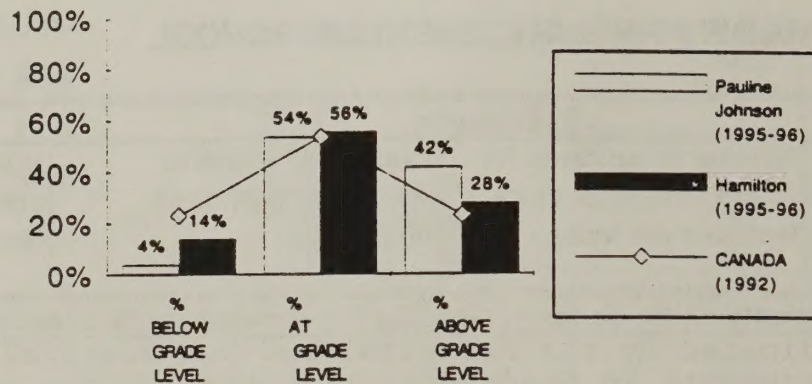


Grade 3: CAT/2 Summary

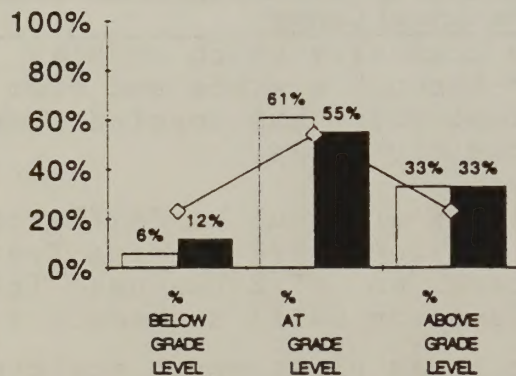
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Pauline Johnson (1995-96)	6%	54%	41%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Pauline Johnson (1994-95)	10%	68%	22%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

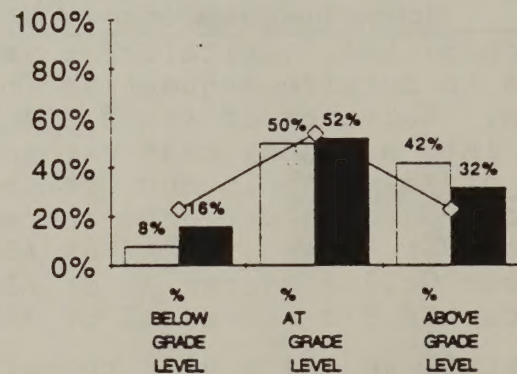
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year, our analysis of the results resulted in spelling and reading vocabulary becoming a focus. An analysis of this years results shows significant gain in both areas. To address the CAT/2 results for 96/97, we will follow the following procedure: -

- April, 1996 . collect information from Cardinal Heights to obtain results pertaining to our former students now in Grade 6
- April, 1996 . analyse the results of both Grades 3 and 6
- April, 1996 . present results to staff
- May, 1996 . as a staff make decisions on areas of focus as well as action plans to build on strengths and address programming changes if necessary
- May, 1996 . present results to staff/community
- Sept.1996-June 1997 . implement action plans

April 2, 1996

Date

D. Maddocks

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

PEACE MEMORIAL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
37	4	0	33

General Comments on Students and the Testing Process in the School

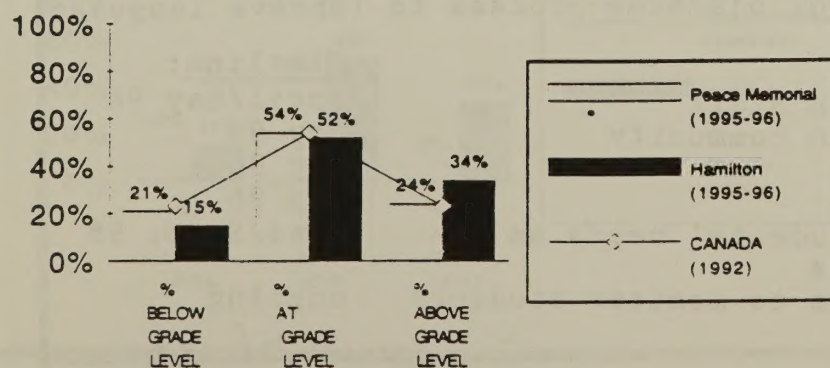
The Learning Resource Teacher coordinates and administers Grade 3 testing. This year, in Grade 3, we have 30 students in the English track and 7 ~~students~~ in the French Immersion track.

School Interpretation of CAT/2 Results in the School Context

Peace Memorial is a J.K. to Grade 5 with a student population of 282. It is a dual track school that offers a regular programme J.K. to Grade 5 and a French Immersion programme S.K. to Grade 5. The school has an active Home and School and is supported by a strong volunteer programme. The community predominantly has English as its first language. In our school, this year, 78% of our Grade 3 students scored AT or ABOVE grade level on the CAT/2 on the Total Score, 75% on the Reading Score, 81% on the Language Score and 69% on the Mathematics Score. In Grade 3, this year, quite a few students are receiving remediation and did so in the earlier Primary grades. While the CAT/2 evaluates only some aspects of achievement, there is recognition from staff that continued attention needs to be given in the areas of linguistic awareness, reading recovery and mathematics skills.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

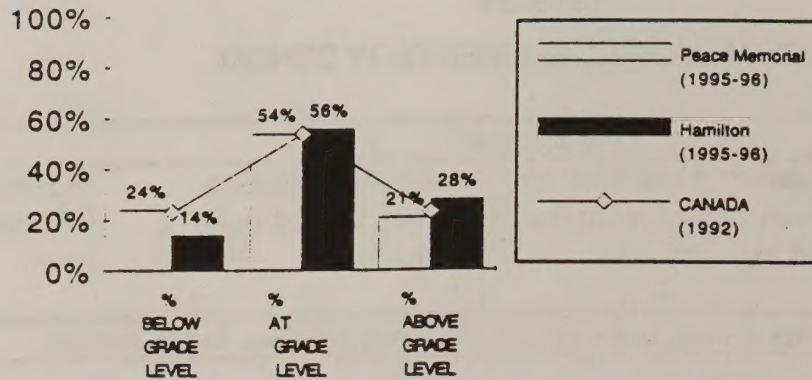


Grade 3: CAT/2 Summary

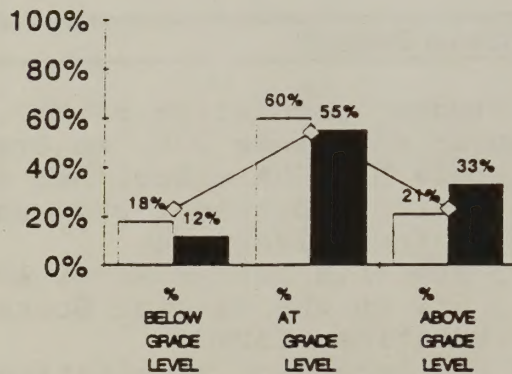
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Peace Memorial (1995-96)	21%	54%	24%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Peace Memorial (1994-95)	22%	56%	23%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

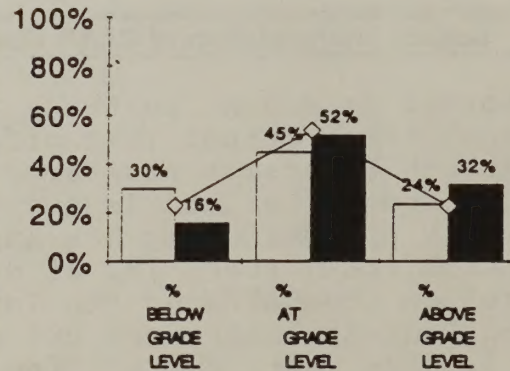
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT/2 results were reviewed with the Grade 4 teachers and served as a basis to further address development of language skills. The Primary/Junior Team offered language and math inservices to enable all teachers in these divisions to have the tools to support and enhance the skills of students experiencing difficulties. Areas of need diagnosed by 1994 -95 results were emphasized and appeared on unit tracking/planning sheets.

Area of Focus for this year:

Develop strategies through school planning process to improve language and mathematics skills

Process:

- Review 1995/96 CAT/2 results with staff
- Review 1995/96 CAT/2 results with community
- Celebrate positive results
- Analyze scores
- Develop action plan to answer students' needs as diagnosed during score analysis
- Use levels I and II DART meetings to monitor students experiencing difficulties

Timeline:

- April/May 96
- May 96
- May 96
- May 96
- June/Sept. 96

ongoing

Date *April 3/96*

C. Springblut
Principal's signature

GRADE THREE

1995-96

PRINCE OF WALES ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 48+ 1 accelerated to grade 4 (Sept.)	Number of students for whom part or all of the test was not valid: 10	Number of students absent for part or all of the test: 2	Number of students completing entire test: 37
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General Comments on Students and the Testing Process in the School

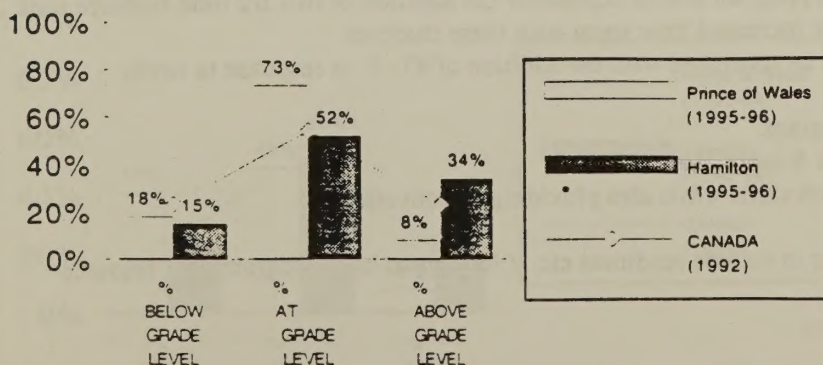
All tests were administered in a combined effort between the Grade 3 classroom teachers and the Learning Resource Teacher. As noted above 10 students did not score high enough on the practice test to complete the Cat test, primarily due to ESL background or learning problems.

School Interpretation of CAT/2 Results in the School Context

At Prince of Wales, the mobility factor and socio-economic factor as well as an increasing ESL population, all continue to have a major impact on student achievement levels. A major thrust within the school plan for 95-96 ++ involves social skills development with the ultimate goal of enabling students to concentrate more fully on academics. Within the academic framework, Prince of Wales has two goal directions-one being on emphasis on the implementation of the common curriculum and the other being an improvement of our student's literacy levels. Students will also be heavily involved in programming directed at the celebration of our 75th anniversary, May 4th. In our school this year, 81% of Grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score/ reading / Language/Mathematics. This represents an increase of 18% over last year's Total Score!! Strengths were seen in the Math and Language area with Reading representing an area of relative weakness. The greatest percentage of students scored at level with few students scoring above level. In consideration of the distribution of the Raven's and Otis-Lennon Scores, there is an indication that some of those presently performing At level could be motivated to perform above level through special programming/enrichment. The needs of the 18% working below level will continue to be addressed with the programs which were initiated last year as well as through some new directions as outlined in the school plan.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

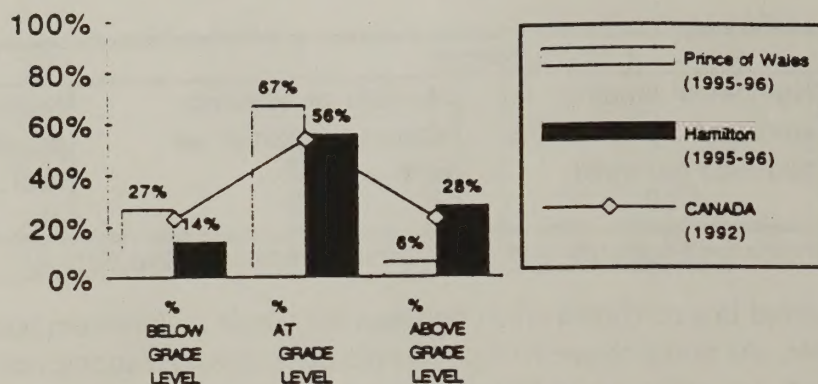


Grade 3: CAT/2 Summary

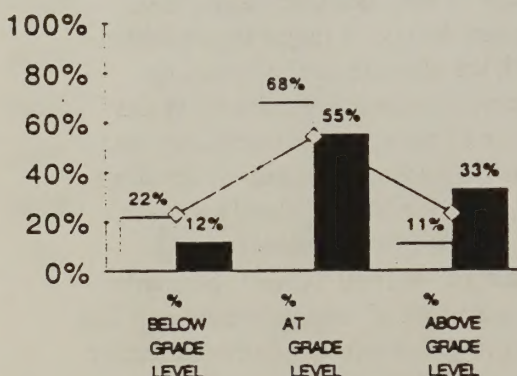
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Prince of Wales (1995-96)	18%	73%	8%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Prince of Wales (1994-95)	37%	55%	8%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

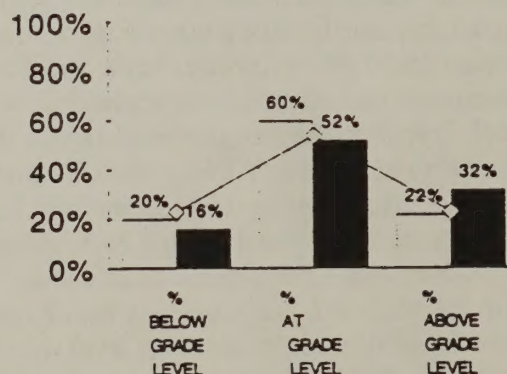
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Within last year's school planning response, the area of focus was primarily to raise literacy and numeracy levels of students. Two major thrusts to increase reading automaticity involved expanded linguistic awareness programming and an increased reading program. In conjunction the school plan for this year looks at increasing literacy levels and the most efficient deployment of the resource team to meet the needs of the students. A specific program for social skills development it also being pursued.

Over the past year, an increase in reading time has been accomplished through additional volunteers, an expanded home reading program, the expansion of the reading buddies program and in September the addition of two 1/2 time resource staff to work with the ESL and at Risk students significantly increased time spent with these students.

This year processes 1. and 2. initiated last year will be continued with the addition of #3.-5. in response to needs suggested from last years as well as this years results.

1. Continue emphasis on linguistic awareness program.
2. Continue increased reading program (more time & more 1-1)
3. Increase use of computers to aid literacy and math skills while also providing a motivational tool.
4. Explore a change in delivery model of programs to include readiness etc. (looking at both program and resource personelle deployment)
5. Establish a Social skill/Behavior Modification Plan.

1996 03 27

Date

Jane Grant
Principal's signature

GRADE SIX

1995-96

PRINCE OF WALES ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: 70	Number of students for whom part or all of the test was not valid: *2	Number of students absent for part or all of the test: 2	Number of students completing entire test: 66
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General Comments on Students and the Testing Process in the School

All Grade 6 testing was completed during English/Math Homeroom periods which fluctuate from day to day. The homeroom teacher and/or the learning resource teacher administered all tests. Two students, one due to behaviour and one due to low practice test score, were unable to complete the test. *A number of students with short attention spans appeared to have difficulty concentrating for many of the lengthy tests.

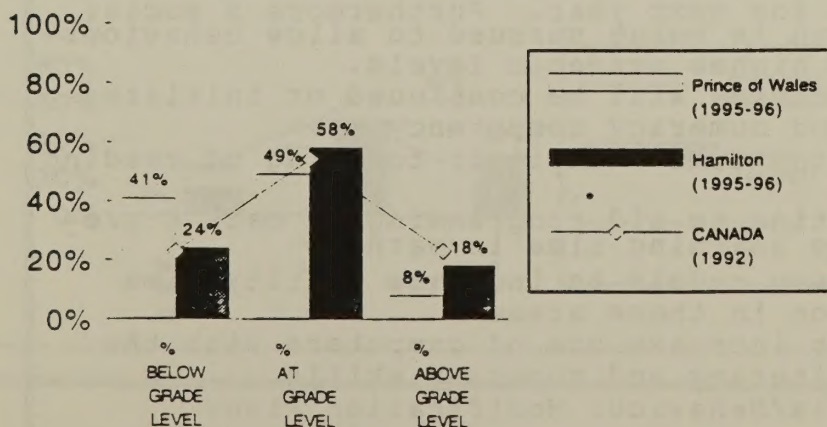
School Interpretation of CAT/2 Results in the School Context

As at the Grade 3 level, high mobility, socio-economic factors, social skills developmental levels, and an increasing ESL population are all factors to consider in viewing CAT/2 achievement levels at Prince of Wales. It continues to be a feeder school for Gibson at the Grade 6 level and King George at the Grade 7 level.

In our school this year, 57% of our Grade 6 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. While this percentage represents only a Total increase over last year of 1%, it does represent a 6% increase over last year's students functioning ABOVE level in the Total Score. Areas of focus for the coming year will continue to be directed at improving numeracy and literacy levels. Consistent with last year's results, language appears to be an area of relative strength with reading and especially math representing areas of weakness. While it will be necessary to maintain current processes as well as initiating new directions to improve literacy levels, an increase in emphasis will need to be made in the mathematics area.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

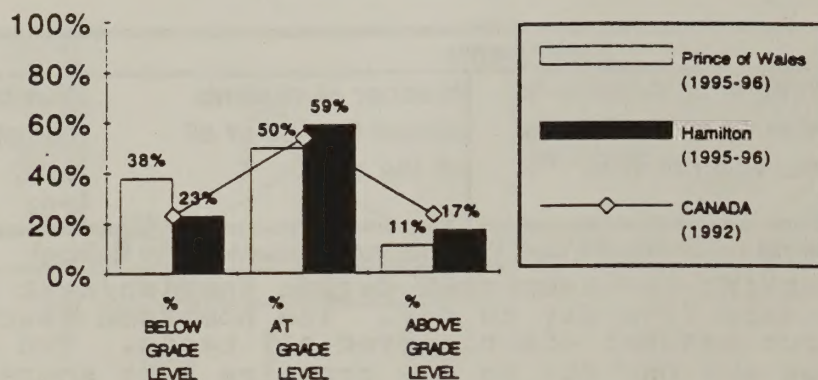


Grade 6: CAT/2 Summary

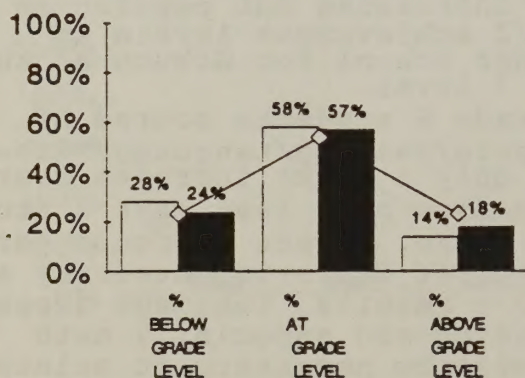
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Prince of Wales (1995-96)	41%	49%	8%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Prince of Wales (1994-95)	42%	54%	2%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

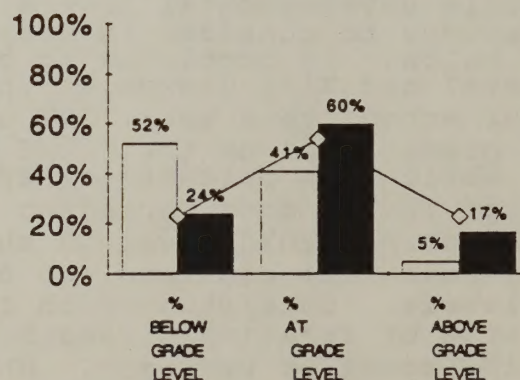
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

CAT/2 results were addressed last year in two specific aims: to increase literacy through an increase in explicit reading skill instruction as well as increasing time spent in reading, while the math area was viewed with the need for an increase of math manipulative use and a diagnosis of areas of difficulties to be used to determine program. The Prince of Wales School Plan for this year includes as an area of focus, literacy level improvement. In addition the plan calls for a review of the deployment of resource personelle which will determine program delivery directions for next year. Furthermore a social skills/behaviour modification plan is being pursued to allow behaviourally "At Risk" students to achieve higher academic levels.

The following specific processes will be continued or initiated this year to increase literacy and numeracy competency.

1. Continue increased reading time & explicit teaching of reading skills.
2. Initiate diagnostic testing to aid programming in math & provide for increased prime learning time in math.
3. Explore different delivery models to increase quality time and resource distribution in these areas.
4. Provide for inservice to increase use of computers with the purpose of increasing literacy and numeracy skills.
5. Establish a Social Skills/Behaviour Modification Plan.

1996 03 27

Date

Jane Evans
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

PRINCE PHILIP ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
33	2	1	30

General Comments on Students and the Testing Process in the School

Prince Philip is a primary-junior school (JK-5), located in the west end of the lower city. The school has an enrolment of approximately 270 students. The school community is very active and supportive. Many of the Prince Philip parents attended this school as children. The school plan is well-developed involving staff and parents. A proactive Mission Statement provides the impetus for the effective implementation of Action Plans in the areas of Safe Schools, Communication and Curriculum. Testing was carried out over several days in late November and early December, 1995. Students were tested in their own classrooms, with the exception of 6 students from a grade 2/3 classroom who were combined with the existing grade 3 class. Testing was carried out by the Principal who worked with the students for the entire testing period. Students who were absent for a small portion of the testing process were given an opportunity to complete testing on an individually supervised basis. Two of the grade 3 students were deemed to be "exempt" from the testing process.

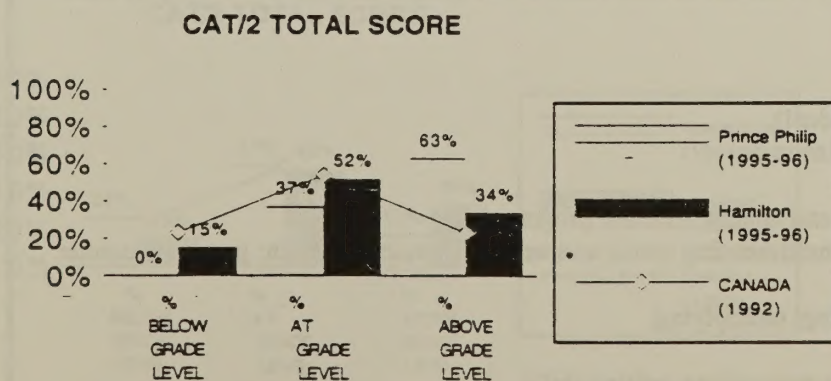
School Interpretation of CAT/2 Results in the School Context

In our school, 100% of our Grade 3 students scored at or above grade level on the Total, compared to 86% across Hamilton and 77% nationally. Students exceeded city-wide and national percentages for scoring above grade level in all three subtests comprising of Reading, Language and Mathematics.

Language: 100% of the grade 3 students scored at or above grade level on Language, compared to 88% across Hamilton and 77% nationally.

Mathematics: 97% of the grade 3 students scored at or above grade level compared to 84% across Hamilton and 77% nationally.

Grade 3: CAT/2 Results, 1995-96

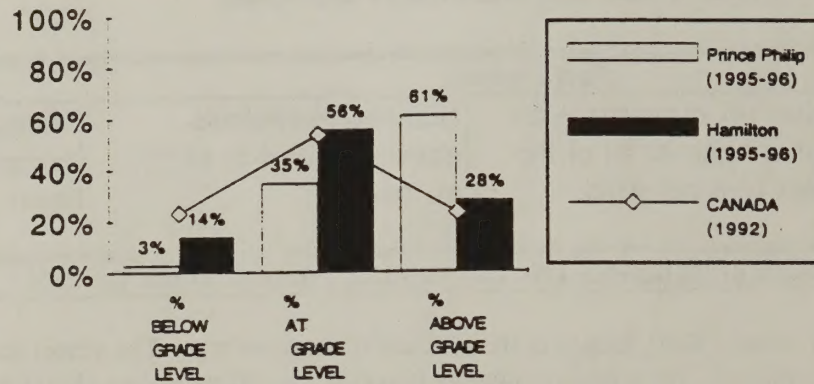


Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Prince Philip (1995-96)	0%	37%	63%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Prince Philip (1994-95)	17%	45%	38%
Hamilton (1994-95)	22%	53%	24%

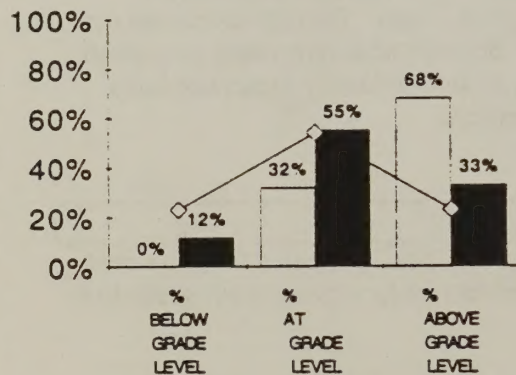
Grade 3: CAT/2 Results, 1995-96 (continued)

CAT/2 READING

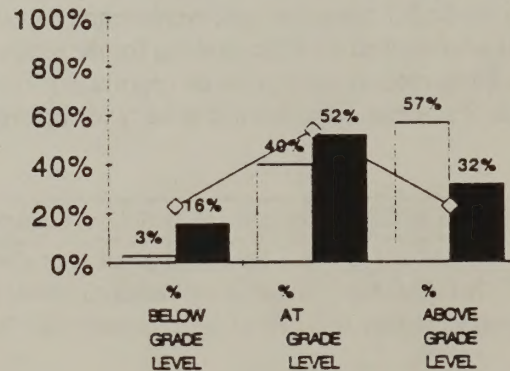


96% of the Grade 3 students scored at or above grade level on Reading, compared to 84% across Hamilton and 77% nationally.

CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

While students are achieving well in both Language and Mathematics, examination of the sub-tests indicates a need to focus future programming on the Mathematics Computation and Reading Vocabulary areas for individuals. In these two subtests, the largest number of low scores are found. Strategies to improve the scores for this group would be to identify these individuals and to remediate individually.

In the areas of Language Mechanics and Mathematics Concept and Applications, the percentage of proficiency is the lowest. This dictates that an improved teaching strategy is needed to raise many of the competent scores into the proficient range.

Individual

Area(s) of Focus

Reading Vocabulary/Mathematics Computation (individual)

Language Mechanics/Math Concept & Applications (classroom)

Process

1) Use individual tracking results to assess individuals and to plan remedial programme

Reading Vocabulary - focus on synonyms, antonyms, multimeaning words and words in context through: games, computer programmes, drill, flashcards, cloze procedures.

Mathematics Computation - focus on adding, subtracting, multiplying.

Whole Class

Language mechanics - sentence, phrase, clause, writing conventions, editing skills.

Mathematics Concepts and Applications - numeration, number theory, data interpretation, pre-algebra, measurement, logical reasoning and geometry.

April 4/96
Date

Mrs. K. Mattar
Principal's signature

GRADE THREE

1995-96

QUEEN MARY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
56	4	3	49

General Comments on Students and the Testing Process in the School

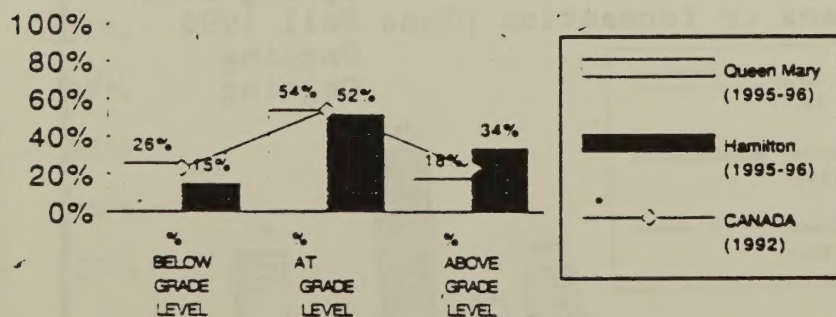
- teacher administered test with LRT assistance
- construction of Phase 2 of school on going during testing process
- felt testing went smoothly in spite of distractions
- teachers involved attended in service sessions

School Interpretation of CAT/2 Results in the School Context

- all components of test included
- 6% of students were not included in total results due to absence for 1 or more subtests
- results consistent with profile of comp. ed. school
- JK - 8 School
- Compensatory Education Programming
- physical school building in transition (2 sites - 1 temporary)

Grade 3: CAT/2 Results, 1995-96

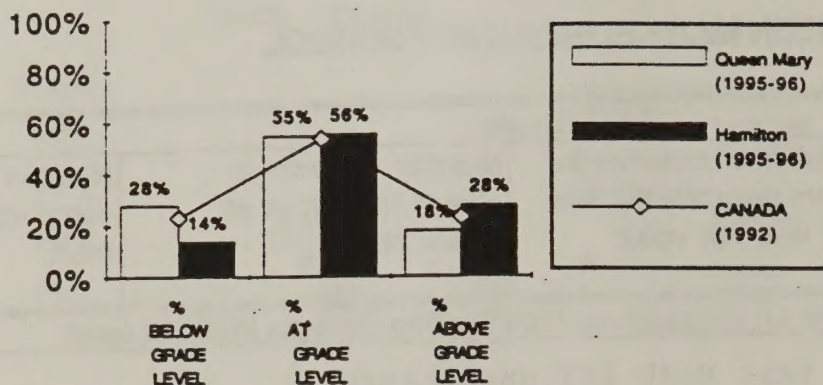
CAT/2 TOTAL SCORE



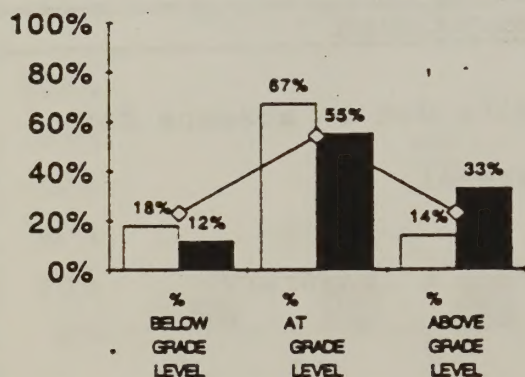
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Queen Mary (1995-96)	26%	54%	18%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Queen Mary (1994-95)	37%	38%	26%
Hamilton (1994-95)	22%	53%	24%

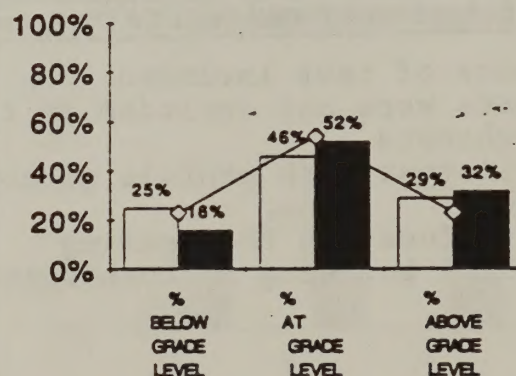
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- Progress:
 - results improved from 1994-95
 - significant % of students at GradeLevel
- Area(s) of Focus:
 - improve standards in all components
 - more individual assistance to at risk students
 - activities to benefit Above Grade Level students
- Process:
 - Review and analyze
 - Results of analysis to division teams to formaction plans
 - Ongoing inservice as required
 - Measurement of results

Timeline
 Spring 1996
 Fall 1996
 Ongoing
 Ongoing

96/04/02

Date

[Signature]
 Principal's signature

GRADE SIX

1995-96

QUEEN MARY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
61	4	17	40

General Comments on Students and the Testing Process in the School

This is the second year the Queen Mary middle school students have been housed separately from the junior school students.

Grade 6 students are new to the school, to rotary, to the staff and to routines.

The Grade 6 classes are made up of students from Queen Mary and Lloyd George junior students.

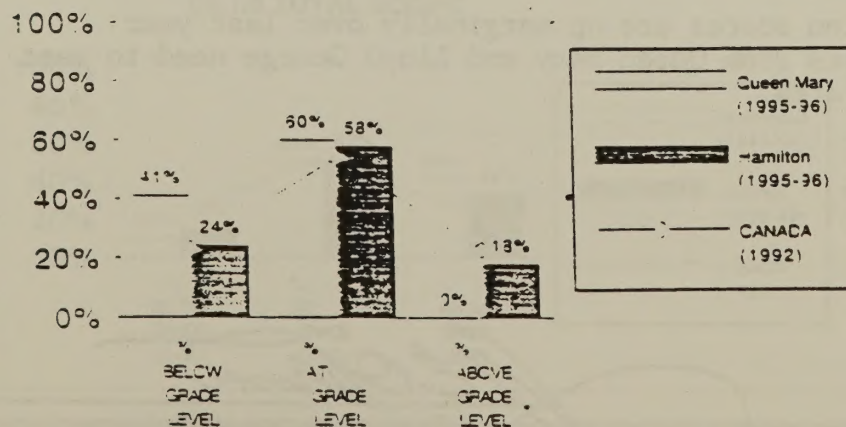
School Interpretation of CAT/2 Results in the School Context

In our school 60% of our Grade 6 students scored AT or ABOVE grade level on the CAT/2 Total Scores/Reading/Language/Mathematics. Last year 56% of the students scored AT or ABOVE grade level.

The greatest need is in language mechanics and expression.

Grade 6: CAT/2 Results, 1995-96

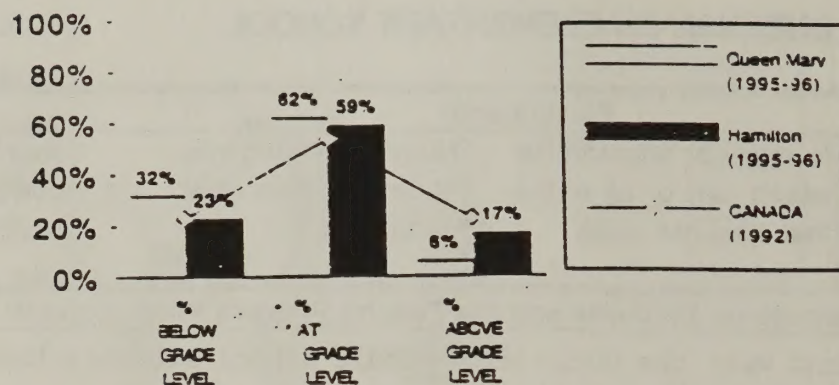
CAT/2 TOTAL SCORE



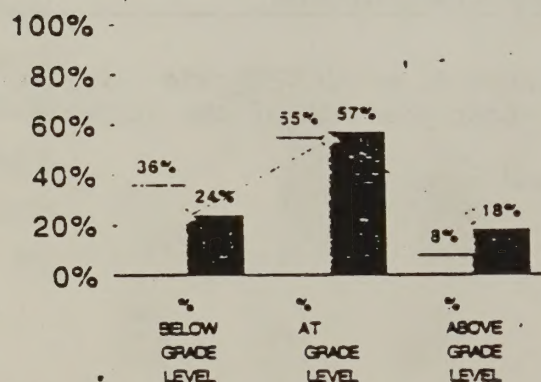
Grade 6: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Queen Mary (1995-96)	41%	60%	0%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Queen Mary (1994-95)	41%	50%	6%
Hamilton (1994-95)	31%	54%	14%

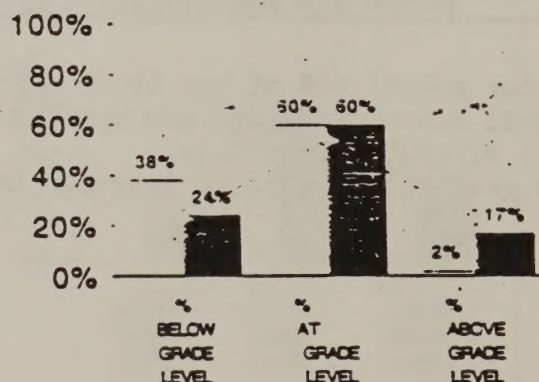
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The focus needs to continue to be on language fundamentals.

Writing will need to be a daily activity as reading now is.

Many students found it difficult to adjust to the testing situation. In the future only one sub-test will be administered per day.

In mathematics, computation scores are up marginally over last year. Junior and intermediate teachers from Queen Mary and Lloyd George need to meet to plan means to address this area.

96/04/02

Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

QUEENSDALE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 1	Number of students absent for part or all of the test: 1	Number of students completing entire test: 40
42			

General Comments on Students and the Testing Process in the School

The Learning Resource Teacher and Principal share the co-ordination of CAT/2 and provide inservice to teachers to help them interpret results and explain to parents. Grade 3 teachers administer the test. The school Resource Team assist teachers in planning and program delivery based on the results.

School Interpretation of CAT/2 Results in the School Context

Queensdale School is located on the central mountain in a homogenous stable community. The middle class families of our students are very supportive and involved with the school, (through regular volunteer work and membership in the Home and School Association).

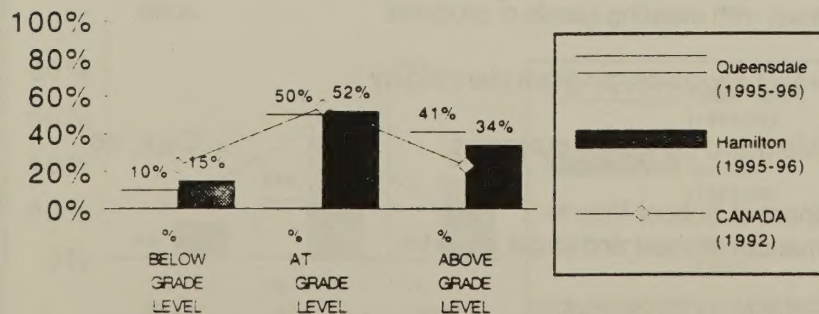
In our school this year **91%** of our students scored at and above grade level on the CAT/2 Total (Reading, Language and Mathematics), compared to **86%** across Hamilton and **77%** nationally. Significantly, **41%** of our students scored above grade level as compared to Hamilton at **34%** and Canada at **23%**.

The positive results achieved may be attributed to:

- . teaming of staff to plan, implement and evaluate student learning outcomes.
- . effective timetabling of E.A.'s to meet student needs.
- . L.R.T. and Resource Team model.
- . development of mathematics and language skills through our Integration and Inclusion Policy.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

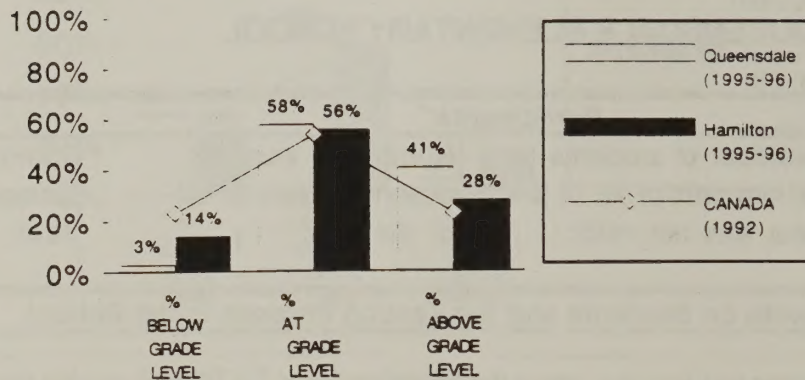


Grade 3: CAT/2 Summary

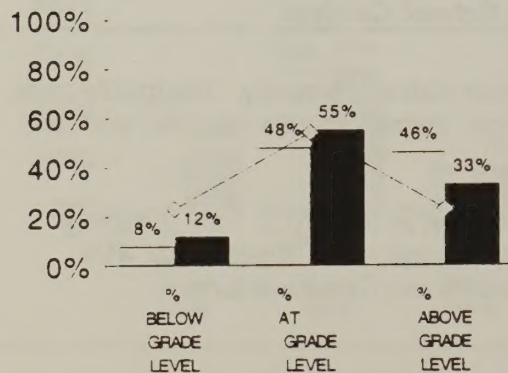
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Queensdale (1995-96)	10%	50%	41%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Queensdale (1994-95)	15%	74%	12%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

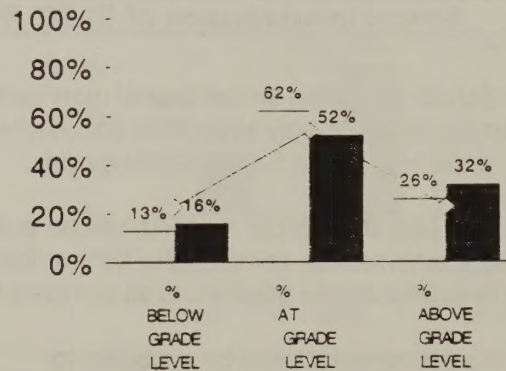
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- . Last year's action plans placed a strong emphasis on the continuation of Literacy development and in continuing resource support for all areas of Language and Mathematics.
- . The focus of the Common Curriculum Action Plan for 1995-96 is Mathematics. Both the 1994 and 1995 Cat/2 results will be used to assist in identifying student and program needs for this action plan.

Process 1996-1997

- | | |
|--|--|
| <ul style="list-style-type: none"> . Staff to review C.A.T. scores and develop plan to share with parents/community. . Parent conferences for individual students' results will be conducted. . Communication of results to be shared with community through the school newsletter. . Grade 4/5 teachers to use data from CAT/2 to assist with meeting needs of students (individually and collectively) for 1996-97. . Use of <u>Student Profile</u> to assist in 1996/97 placement decisions, program planning by next teacher/resource team. . Whole staff to continue program planning using Math and Language outcomes document. . Develop a plan within Special Education Component of School Plan to: <ul style="list-style-type: none"> . Identify at risk (below grade level performance) student and target for extra remedial assistance. . Identify above grade level students for enrichment programming. | <ul style="list-style-type: none"> . March . March/April . May . June . Sept. '96 |
|--|--|

April 4, 1996
Date

G. Belisario
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

QUEEN VICTORIA ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
24	1	0	23

General Comments on Students and the Testing Process in the School

The principal administers the test to small groups of students.

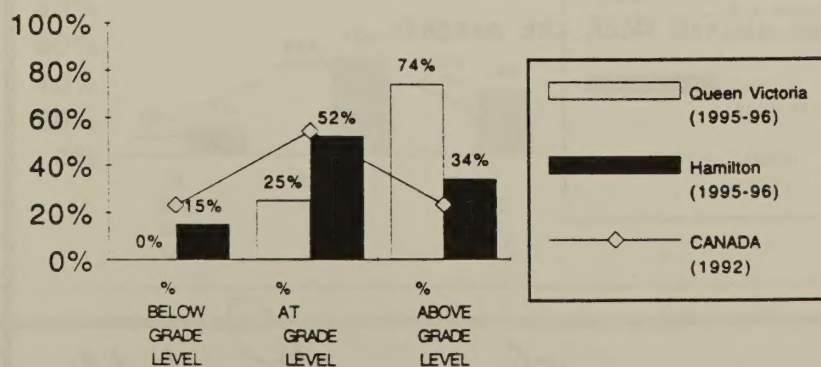
School Interpretation of CAT/2 Results in the School Context

In the reading section of the test, 96% of Queen Victoria's Grade 3 students were at or above grade level.

In both the Language and Mathematics sections of the test, all Queen Victoria grade three students were at or above grade level.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

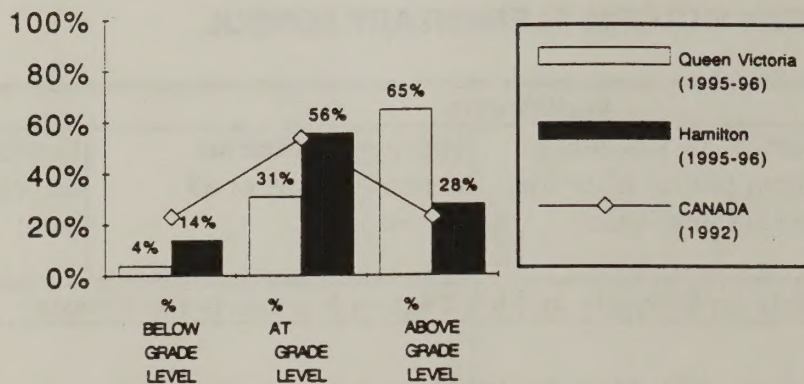


Grade 3: CAT/2 Summary

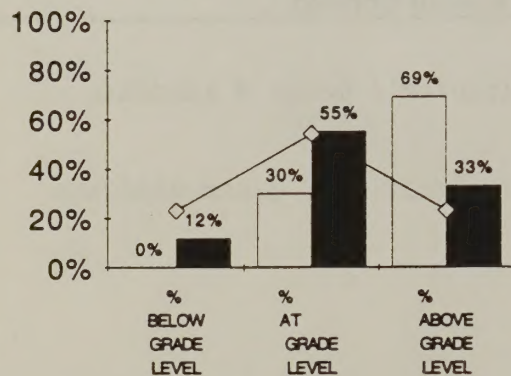
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Queen Victoria (1995-96)	0%	25%	74%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Queen Victoria (1994-95)	0%	59%	41%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

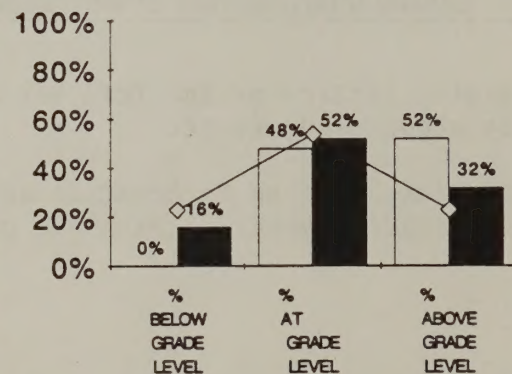
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

As a result of last year's testing we instruct in small groups in both Language and Mathematics.

Mathematics facts are reinforced everyday.

We will continue to use these strategies as well as an increased emphasis on reading comprehension activities and spelling and editing skills.

The results and strategies are always shared with the parents.

March 7 / 96
Date

Margie Randall
Principal's signature

GRADE THREE

1995-96

R. A. RIDDELL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
53	3	3	47

General Comments on Students and the Testing Process in the School

The CAT 2 testing is coordinated by the LRT at R. A. Riddell, Nancy Smith. The tests are administered in the classroom by Gloria Guitar and Jane Cordiner, the Grade 3 teachers. Out of a total Grade 3 population of 53, 2 students are ESL ESD and 3 students in all were not able to complete the CAT tests. Testing went smoothly and the results were as we expected.

School Interpretation of CAT/2 Results in the School Context

R. A. Riddell is made up of a diverse community of 600+ students from JK to Grade 8. We service single homes, subsidized housing, older established neighbourhoods and new surveys. There are 46 nationalities and 29 languages represented in the school population with several new families recently arrived from Middle Eastern countries. Our student population is very stable with few students moving in and out of the school.

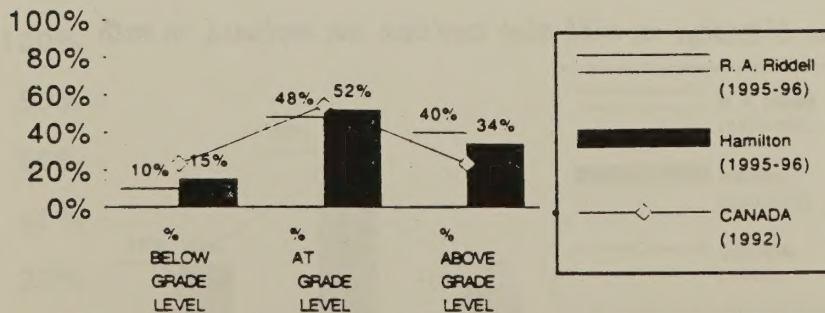
In 1995-96, 88% of our Grade 3 students scored AT or ABOVE grade level on the CAT 2 Total score. This indicates that our school plan focus on reading and mathematics over the past few years has been worthwhile.

Our strengths include most aspects of the Math program and reading comprehension, mechanics of language and word analysis.

Our needs are indicated by lower spelling scores (37% low), Reading Vocabulary scores (23% low) and language expression (18% low). Despite recent changes in the delivery of the spelling program, we still see difficulty in the transition from invented to conventional spelling.

Grade 3: CAT/2 Results, 1995-96

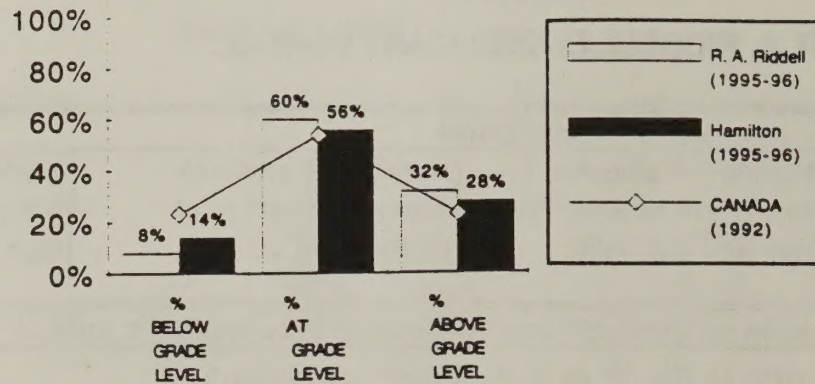
CAT/2 TOTAL SCORE



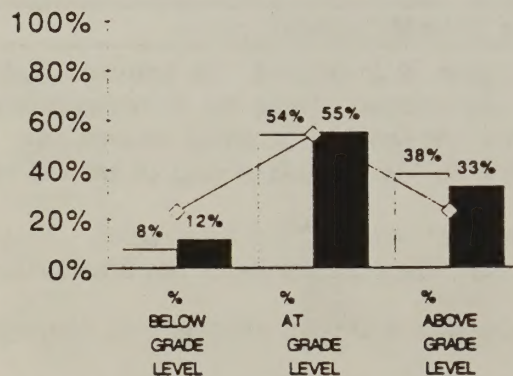
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
R. A. Riddell (1995-96)	10%	48%	40%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
R. A. Riddell (1994-95)	16%	58%	24%
Hamilton (1994-95)	22%	53%	24%

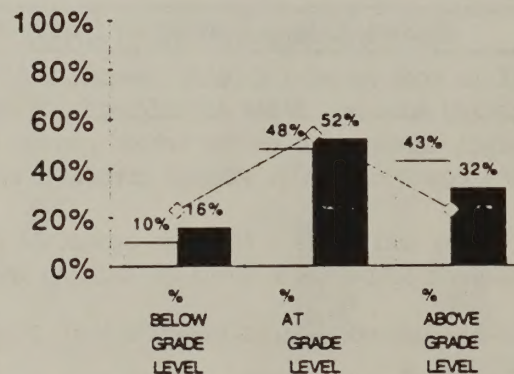
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT results were fairly similar and we put into place a reading program (Students Are Reading - STAR) to address struggling readers in grade 2. The formal results of this remedial program will not be measured until this class is tested but we feel encouraged by the student's growth.

We have fund raised for and researched another reading program. We plan to purchase the Open Court Reading Program. With its phonemic awareness, spelling patterns, differentiated success and proven worth we hope to address the spelling weaknesses as well as improve reading and writing skills. We plan to phase in the program over the years, beginning with Kindergarten and Grade One in 1996-97, and moving to Grade 2 in 1997-98, etc.

As well as the continued school plan focus on literacy, we will also continue our emphasis on math manipulatives.

April 2, 1996
Date

Kathryn Brink
Vice Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

R. A. RIDDELL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
85	4	11	70

General Comments on Students and the Testing Process in the School

The CAT tests were administered by the Grade 6 English teachers in a specified time period. The LRT instructed the teachers on giving the tests and the following groups of students did not take the test:

- ESL
- Self Contained Special Education students
- Students excluded by the Practice Test

Exceptional students in a Regular Class Placement were included in the testing group.

School Interpretation of CAT/2 Results in the School Context

R. A. Riddell is a JK to 8 school with students coming from many different backgrounds. Twenty-nine different languages (includes English) are Spoken within the Riddell Community. Many of our families are from the Middle East. Our middle school Grade 6 classes are made up of students from Ryckman's Corners, James MacDonald and R. A. Riddell Pr/Jr School. A focus in our School Plan this year has been working with Literacy Outcomes.

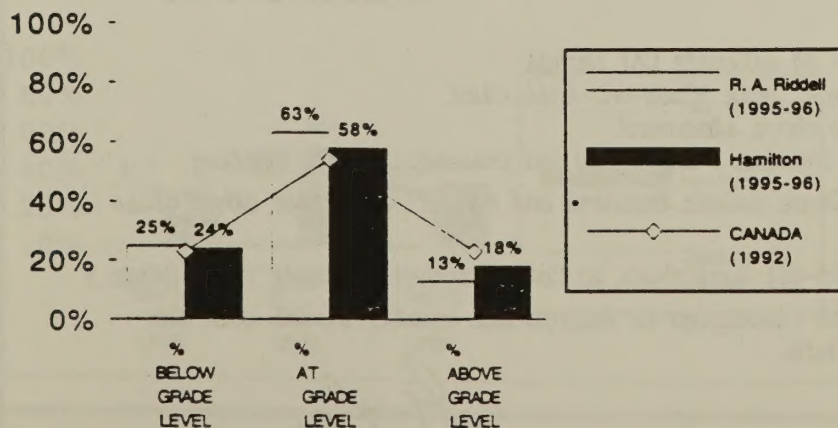
In our school this year 76% of our Grade 6 students scored AT and ABOVE grade level on the CAT/2 Total Score/Reading/Language/Mathematics. 74% of Riddell Grade 6 students scored AT or ABOVE grade level in Reading, 70% scored AT or ABOVE grade level in Language and 76% scored AT or ABOVE grade level in Mathematics.

We showed the greatest growth in our total score with improvement in all other areas as well.

Reading scores continue to be the highest. We will continue to assess teaching strategies and integration of basic skills into our total Language and Math Program.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

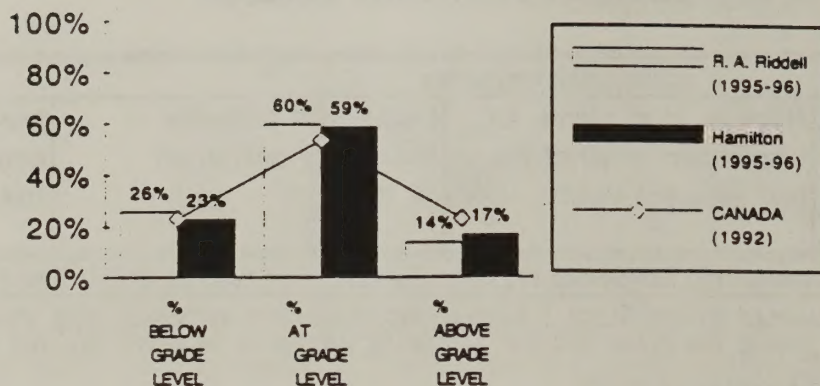


Grade 6: CAT/2 Summary

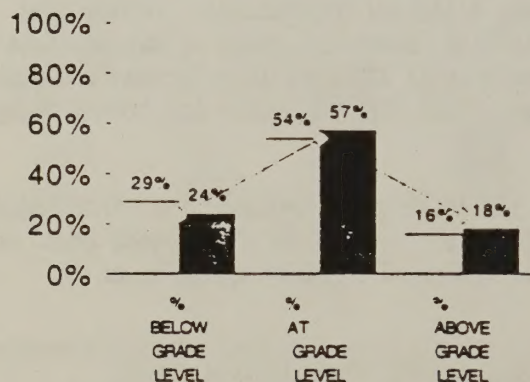
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
R. A. Riddell (1995-96)	25%	63%	13%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
R. A. Riddell (1994-95)	34%	57%	10%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

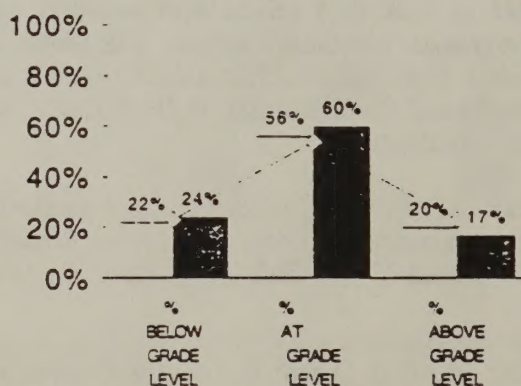
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Within the Literacy focus of our School Plan this year we have worked at integrating the Basic Skills outlined in the CAT test with the Language and Math Outcomes as presented by our Board. Inservice sessions have been held at Riddell on Jr Division Outcomes (Grade 6) and Assessment Strategies and Techniques for all Middle School staff.

Our plan this year is to continue to implement the Language and Math Outcomes and to have all Middle School Staff develop an awareness and plan their program around these outcomes and the CAT results for 95-96.

This plan includes:

March, 1996 - Meet with Grade 6 Core teachers to validate CAT scores

- Review remedial programs in place, both class and individual
- Identify any students missed in above statement
- Advisor note all students with Stanine 3 and below and present at M. S. meeting

April, 1996 - Administrator review OCR with Grade 6 Core teachers and relate scores to other class assessment data.

Sept. 1996 - LRT makes scores of CAT test (95-96) available to Core Teachers of Grade 7 and Grade 8

Sept. 1996 - School Planning Process includes strategies to incorporate results of CAT with the broader focus in Language and Math.

96.04.03

Date

G. Pain

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

RED HILL ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
35	12	0	29

General Comments on Students and the Testing Process in the School

The Learning Resource Teacher and Principal share the co-ordination and administration of the CAT/2 and provide inservice to teachers to help them interpret results and explain them to parents. The school Resource Team (LRT, Lib., ESL, Special Education) assist teachers in planning and program delivery based on the results.

School Interpretation of CAT/2 Results in the School Context

Testing included approximately 20% ESL students for whom the test may not be valid. Another 17% were not tested due to low scores on the practice test. Red Hill's population includes an increasing Comprehensive Education and ESL population (approx. 35-40%)

It is noteworthy to compare Red Hill's 94/95 and 95/96 results. In 94/95, 94% of our students scored At or Above grade level, compared with 68% in 95/96.

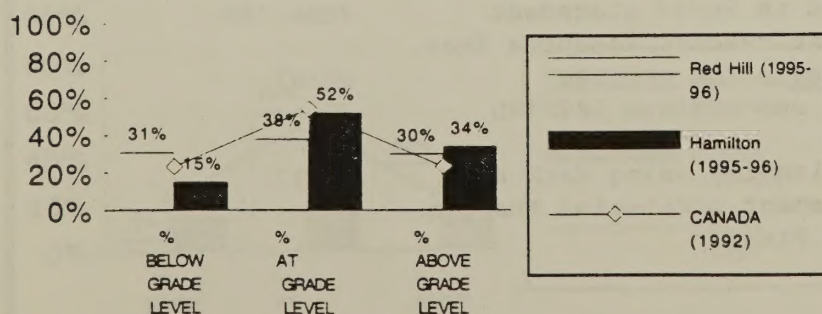
Significantly more students (31% vs 6%) scored below grade level this year.

In Reading, Language and Math subtests, our students at Red Hill compared with Hamilton in terms of the number of scores at grade level, but we had fewer above grade level and more scoring below grade level.

In comparing 94/95 and 95/96 results, we have concluded that a large majority of this year's Grade 3 students are at risk in terms of achieving outcomes and must be targeted with specific program modifications through the school plan.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

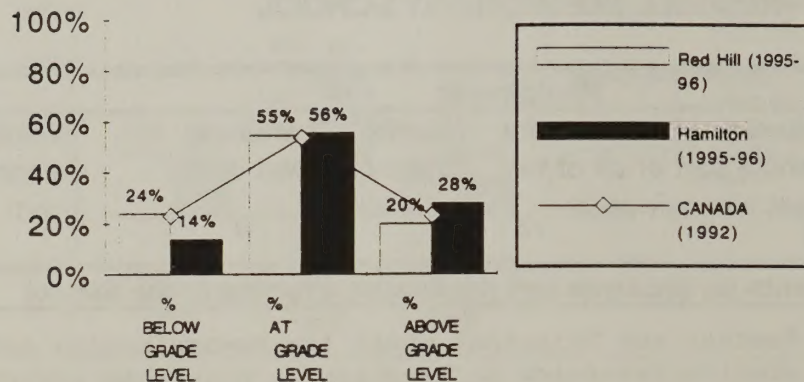


Grade 3: CAT/2 Summary

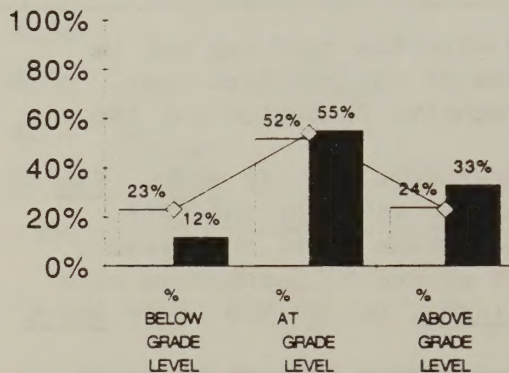
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Red Hill (1995-96)	31%	38%	30%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Red Hill (1994-95)	6%	51%	44%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

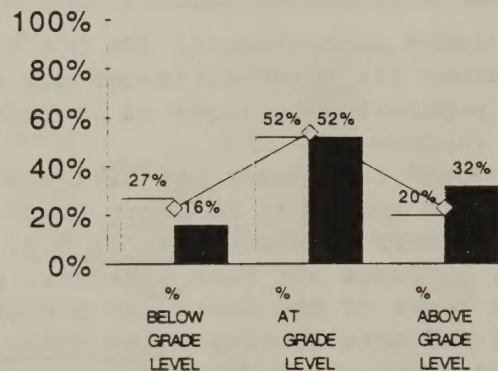
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

94/95 results were addressed through the Learning Resource program - group enrichment activities for the 44% of students scoring "Above Grade Level"

95/96 results will focus more on the "At Risk" students with the following:

- | | |
|--|-----------------|
| 1. Daily remedial groups by Resource Team (Vocabulary, Comprehension, Word Analysis, etc.) | March/April '96 |
| 2. Development and implementation of <u>Homework Bags</u> for home support of these students. | March-June '96 |
| 3. Use of a <u>Student Profile</u> to assist in 96/97 placement decisions, program planning by next teacher/Resource Team. | June '96 |
| 4. Ongoing monitoring by <u>Resource Team</u> - for program planning, modifications, D.A.R.T. and maximum LRT/ESL intervention. | 96/97 |
| 5. Whole staff to continue program planning using Math and Language Outcomes documents/Assessment strategies through school's Common Curriculum Action Plan. | 96/97 |

1996 03 28

Date

B. Haverly
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

RICHARD BEASLEY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
48	2	3	43

General Comments on Students and the Testing Process in the School

In accordance with city-wide practice, the Canadian Achievement Tests were administered by classroom teachers at Richard Beasley School late in the fall of 1995 to all Grade Three pupils except those for whom the tests would have been inappropriate (e.g. new Canadians, identified learning or performance difficulties). Over several sittings, most students completed the tests, only a few being absent for some of the components.

School Interpretation of CAT/2 Results in the School Context

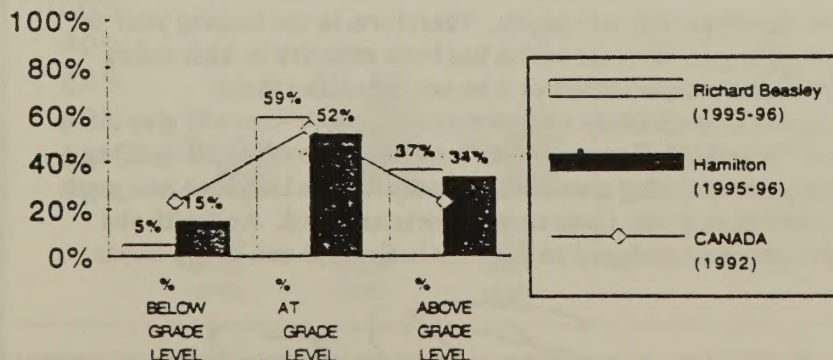
Richard Beasley School is located in a well-established, stable, middle-income neighbourhood, with a small but significant new-Canadian population. The parents exhibit a strong interest in the education of their children, as evidenced by their solid support of school activities and a strong adult-volunteer program. School programs reflect a balance between traditional methodologies and leading-edge educational philosophy.

SUMMARY OF SCORES - Richard Beasley School - CATs - Grade 3 - 1995-96

- 93% of students scored at or above grade level on the Reading tests, compared with 84% across Hamilton, and 77% nationally.
- 94% of students scored at or above grade level on the Language tests, compared with 88% across Hamilton, and 77% nationally.
- 89% of students scored at or above grade level on the Mathematics tests, compared with 84% across Hamilton, and 77% nationally.
- 96% of students scored at or above grade level on the Total test, compared with 86% across Hamilton, and 87% nationally.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

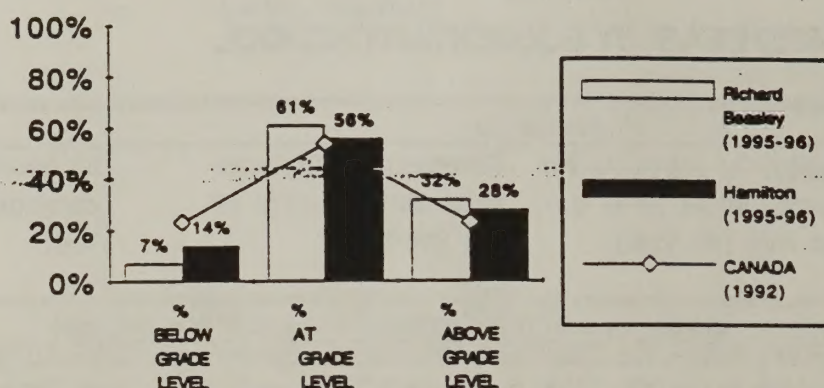


Grade 3: CAT/2 Summary

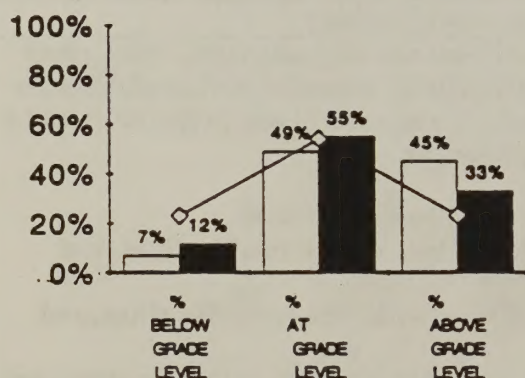
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Richard Beasley (1995-96)	5%	59%	37%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Richard Beasley (1994-95)	26%	65%	9%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

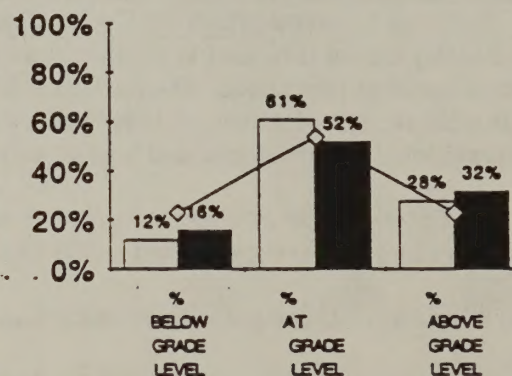
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Our results in all areas are significantly higher than they were last year. While staff and students can take pride in this fact, it should be noted that the testing group continues to be small (fewer than 50 pupils), and results can change dramatically from one year to the next. For example, as indicated above, this year's results do not include scores achieved by students with identified learning difficulties which skewed our results lower last year. But they might reflect the influence of our efforts to address individual pupil needs more effectively. Overall, the results do indicate significantly higher achievement by our children in the areas tested, than can be found city- or nation-wide under similar conditions. We feel that this suggests that we have a combination of capable students, effective programs, good teachers, and supportive families.

Our staff is encouraged by the competencies demonstrated by our pupils. Therefore, in the coming year we intend to refine and extend the Learning Centre approach begun this year which has been effective in addressing pupil individual needs, especially for those who are not meeting expectations or who are exceeding them. Concurrently we shall be addressing a fact not immediately evident in the statistics printed above - we will give more attention to assisting our pupils in their transition from "invented" ("approximate") spelling to traditional spelling. Given the financial resources we will continue to upgrade our learning materials, not only for the language and math subjects assessed by the CATs, but also for the other subjects in which those core subjects are used. And with the necessary human resources we will continue to provide programs designed to meet the individual and group needs of the pupils in our care.

Apr 3/96
Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

RIDGEMOUNT ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 53	Number of students for whom part or all of the test was not valid: 4 1 repeating Gr. 3	Number of students absent for part or all of the test: 1 absent for part	Number of students completing entire test: 48
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General Comments on Students and the Testing Process in the School

- test is co-ordinated by LRT. It is administered by classroom teacher (trained and experienced)
- In-service to staff by LRT - use of results and planning
- No concerns during the testing process to affect results
- Student repeating Gr.3-not tested, 2 ESL students-not valid pretest results.

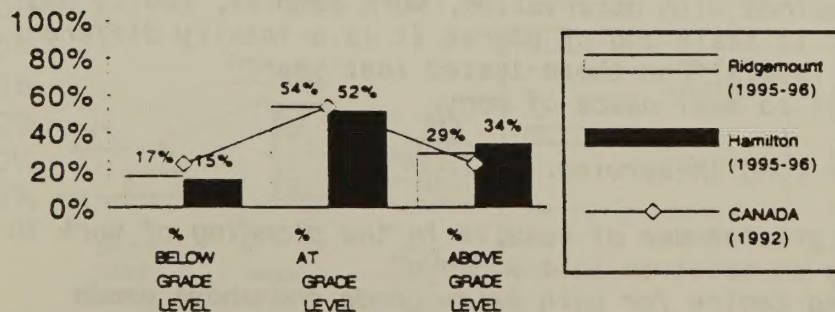
School Interpretation of CAT/2 Results in the School Context

Community has experienced a rapid growth (80 students) last year, leveling (slightly) off this year. Increased mobility of students - greater number of schools by grade 3 and moving in and out in course of the year. Broader socio-economic base continues - cut backs in parent's working hours. Overall results are matching the city's results.

- Staff focus on reading and assessment strategies '95-'96 year.
- 5 students tested diagnosed and medicated for ADDH
- 8 receiving modified language/math programs in class and LRT assistance (4 times a week) - 3 have been IPRC'd since testing
- Summary Statement - In our school this year, 83% of our Gr. 3 scored "AT" or "ABOVE" grade level on this test - Total Score (86% for Hamilton). 17% Below grade level are already receiving modification and programming. Therefore, tests support and validate what teachers have already observed and identified as at risk.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

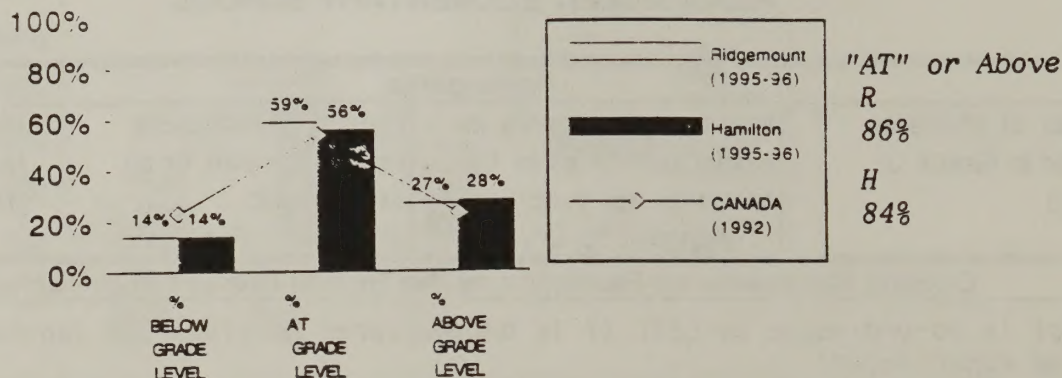


Grade 3: CAT/2 Summary

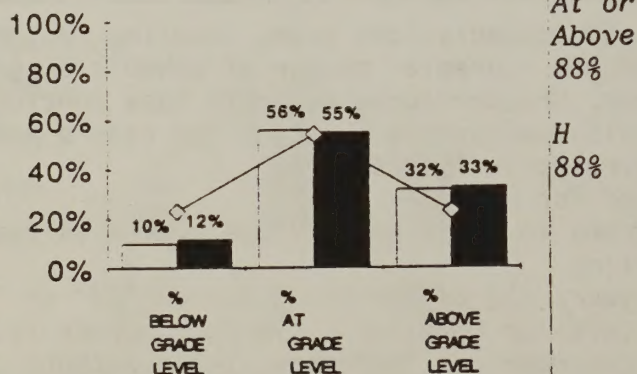
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Ridgemount (1995-96)	17%	54%	29%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Ridgemount (1994-95)	34%	48%	19%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

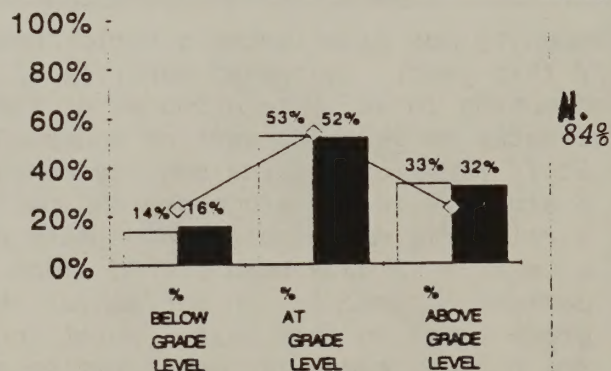
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

"95-'96 Action Plan developed after last year's results

- . Whole staff in-service on CAT 2 - use of results, in-service on Teaching Reading
- . Greater focus on Reading Skills S.K. to Gr. 3, Gr. 4 and 5
- . Develop Assessment Portfolio for each student - Reading Skills

We use the results for Teacher planning and Professional Development. The test is used as one piece of data, combined with observation, work samples, (daily and weekly). Test is limited by what it tests and of course it is a totally different group of children with different levels from those tested last year. Moved to a Learning Centre... Model to meet needs of many.

- . Parents were invited to an hour long in-service.

This year - continue with plan - greater use of results in the planning of work in Junior Grades, Portfolios will be an asset in this endeavor. Continue meeting needs in Learning Centre for both Below grade and Above grade level students.

April 4/96
Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

ROBERT LAND ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
25	1	8	16

General Comments on Students and the Testing Process in the School

The CAT is coordinated and administered by one of the Grade 3 teachers at the school who has been involved in this process for a number of years and attends the inservice sessions offered by the board. Although all of the students passed the pretest one student was excused from writing the test because of stress and frustration. It is important to note that the sample completing the test was a small representation of the s

School Interpretation of CAT/2 Results in the School Context

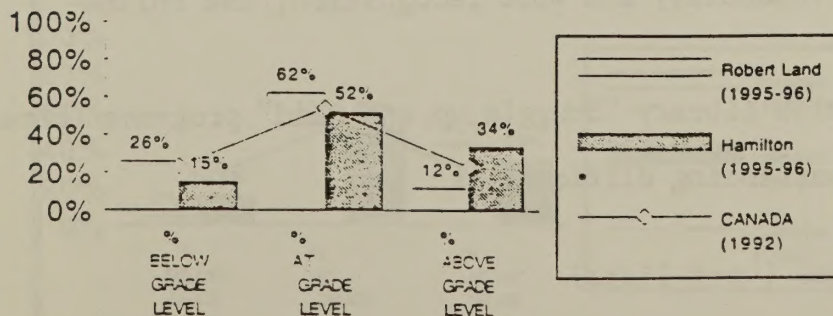
Robert Land is located in the north central part of the city in an industrial area. The school population has decreased in the past year from approximately 280 to 240. This is probably due to the decrease in social services benefits in a community where there is no subsidized housing. The majority of our students come from single parent low income homes. Last year the student turnover was 114% (# ins + #outs ÷ total population x 100). Robert Land has been "adopted" by "Philip Environmental" and benefits from their financial support. In addition Queens Subs sells Nevada tickets on our behalf which provides additional revenue. In our school this year 74% of the Gr 3 students scored AT or ABOVE grade level on the CAT2 Total Score

68%	"	"	"	"	"	"	Reading, 84% across Hamilton
65%	"	"	"	"	"	"	Language, 65% across Hamilton
68%	"	"	"	"	"	"	Mathematics, 84% across Hamilton

These results would indicate that we need to focus on reading which was the only individual area in which we were below local and national percentiles.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

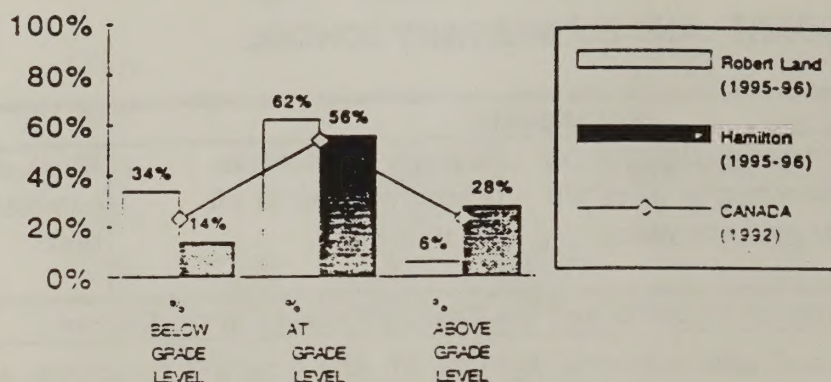


Grade 3: CAT/2 Summary

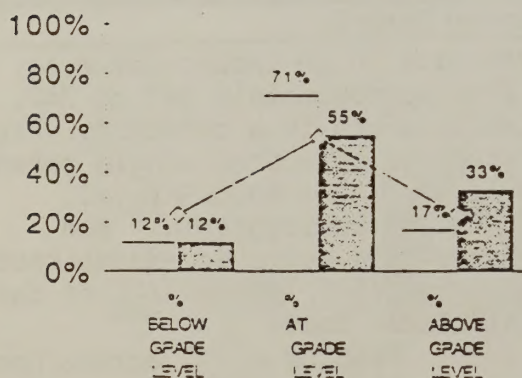
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Robert Land (1995-96)	26%	62%	12%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Robert Land (1994-95)	28%	56%	17%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

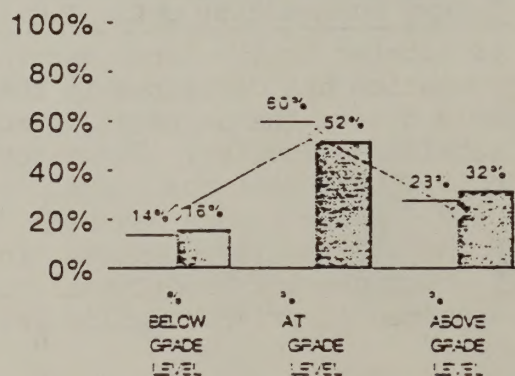
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The results of the CAT for 1994-95 indicated that the language expression part of the test was an area of relative weakness for our students. The following strategies and resources were utilized by staff to promote growth in that area: direct instruction, formal comprehension work, Reader Rabbit 3 (computer program) reading buddies, language mechanics centre in the WTR room and parent volunteers. This year our results had improved tremendously in that area.

This years CAT results indicate that we need to focus on reading. In order to help our students improve in comprehension, vocabulary and word recognition, the following strategies will be employed:

- formal comprehension exercises
- regular visits to the school and public library "Snuggle up and Read" programs (home)
- reading buddy programs
- volunteers to work with students experiencing difficulties
- interactive stories on the CD ROM
- auditory comprehension
- practise with sight vocabulary at home (word lists)

March 26 1996

Date

Wanda Lane

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

ROSEDALE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
29	1	2	26

General Comments on Students and the Testing Process in the School

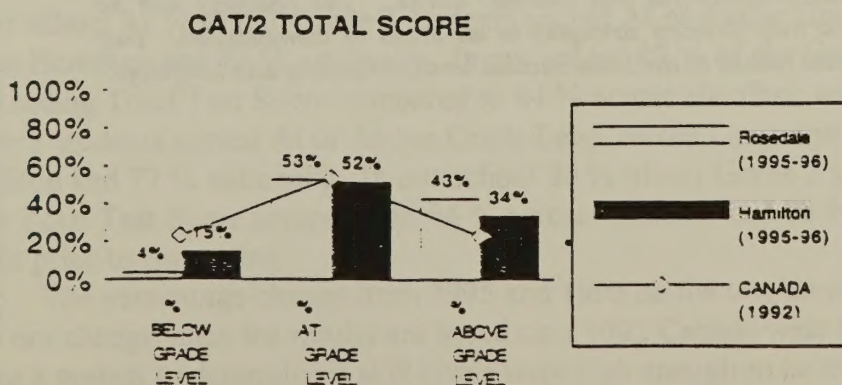
All students attended Rosedale from the beginning with the exception of two. One student arrived in late October indicating a 93% stability rate for our population. The testing procedures were followed and administered by our LRT with the classroom teacher assisting. The LRT has many years of experience administering the test. One test was interrupted by a recess bell but otherwise everything went smoothly. The students were able to continue without breaking their concentration.

School Interpretation of CAT/2 Results in the School Context

Test results show that the school is continuing to address student needs as scores are very positive ... even bettering last year's performance. Rosedale results show that scores surpass the Hamilton and Canadian averages as 96% of our students scored at or above grade level on the total scores. In the Reading area 100% of our students scored at or above grade level. In the Language area 97% of our students were at grade level or above. In Math, our results show great strengths in concept and applications as 78% of our students were at grade level and above. Results in computation skills brought our average down. In comparison adding, subtracting and multiplying whole numbers indicate a relative weakness. However, our average is still higher than the Canadian standard - 77%.

Our school is active and successful in other areas as well. Our classroom and school choirs have won in Kivani's Festivals. Our school skipping team has been chosen by the Heart and Stroke Foundation to be their Demonstration Team. Our students are producing the Opera "The Magic Flute" for our community this year. All areas of curriculum are important and subject areas are integrated into our total school programme.

Grade 3: CAT/2 Results, 1995-96

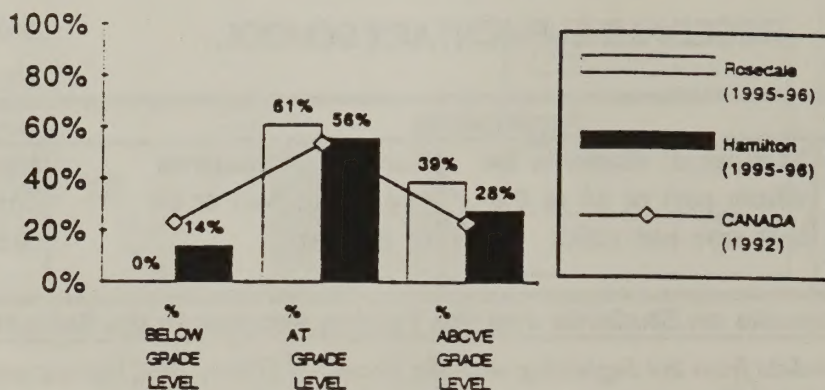


Grade 3: CAT/2 Summary

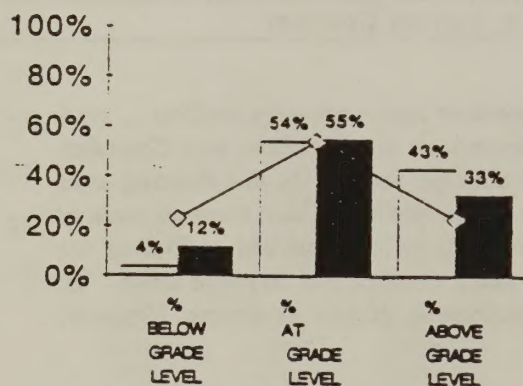
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Rosedale (1995-96)	4%	53%	43%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Rosedale (1994-95)	8%	52%	39%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

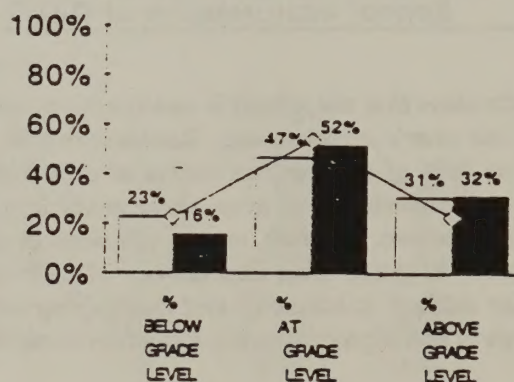
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Our test results indicate that our previous school plan was successful in targeting and responding to relative weaknesses as our scores have improved from last year. The area of concentration, presently and in future, will be focussed in mathematics to improve computation skills in the addition, subtraction, and multiplication of whole numbers. To assist students to improve in these areas drill games will be purchased for each classroom. Software, for our computer lab, will be researched by staff to enable the school to purchase wisely to ensure that the programmes will address needs. The teachers will be making greater use of Triple Check Tests to help develop strengths in all areas of computation. Our school plan will emphasize mathematics to raise results to the same success level as reading and language.

June 2, 1996
/ Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (SECOND EDITION)
ROXBOROUGH PARK ELEMENTARY SCHOOL
GRADE THREE 1995-96

There are 44 students enrolled in Grade Three. The test was not valid for 8 students and 3 students were absent for part all of the test. Therefore results are based on test results of 33 students.

General Comments on School Community

This is a J.K. to Grade Five school with 349 students. Eighty per cent of the children live in geared to income housing. There is a high percentage of families with low income. There is concern that many children do arrive at school hungry everyday. We have a global community with children from 22 different countries (school census February 1996). There are many families in which English is not their first language and English is not spoken within the home. There is a consistent need to teach social skills, problem solving skills and skills related to interacting positively because of the diverse nature of the community. There is a significant percentage of single parent families. Many children arrive unmotivated to learn and demonstrate characteristics that reflect low self esteem. There is a 15 % mobility rate. According to the 1991 census, over 70 % of this community has less than high school education. Many children are living in a neighbourhood in which they are exposed to children and adults from dysfunctional families. Many children begin school with a delay in language skills. Roxborough Park is a wonderful school with a hard working staff and a very supportive group of parents. There is a positive atmosphere for children within the school setting. As well, S.T.A.R., (Skills Through Active Recreation), provides after-school activities at no charge for children between the ages of five to fifteen. A focus on social skills has successfully dominated our school plan. As well, we have a full time social worker to assist families.

General Comments on Students Tested and the Testing Process

This group is consistent with the characteristics mentioned above. All Grade Three students (45) wrote the pretest. Eleven did not meet the criteria to write the remaining tests and three were absent for one or more of the subtests. Children tested did include students who experience behaviour or attentional deficiencies. We have a large English as a Second Language population. The tests were administered by the school principal. The testing procedure does not coincide with the teaching/learning philosophy used on a daily basis within the Grade Three classes. Many students were uneasy concerning the issue of not being able to ask for help. In almost all areas of our school day children are accustomed to being given assistance and/or clarification as they work through tasks. Working together is the emphasis needed at our school to compensate for the nature of the background of the students. Five of the students tested only started at our school since September 1995. Seven of the students come from English as a Second Language families. Twelve have attended more than one school or board. Children are not accustomed to being tested in this manner.

School Interpretation of CAT/2 Results in the School Context

In our school 81 % of our Grade 3 students scored At or Above Grade Level on the Total Test Score compared to 86 % across Hamilton and 77 % nationally. In our school 83 % of our Grade 3 students scored At or Above Grade Level on the Reading Total Test Score compared to 84 % across Hamilton and 77 % nationally. In our school 84 % of our Grade 3 students scored At or Above Grade Level on the Language Total Test Score compared to 88 % across Hamilton and 77 % nationally. In our school 80 % of our Grade 3 students scored At or Above Grade Level on the Math Total Test Score compared to 84 % across Hamilton and 78 % nationally. Many test items have not been formally taught prior to the testing.

The percentage change from 1995 and 1996 on the test scores is shown in brackets (). The Canadian average does not change since the results are based on a 1992 Canada wide testing. The Canada wide test results were based on giving a pretest to determine if skill levels were high enough to be measurable. In 1995-96, Hamilton followed the same procedure. This accounts for 3% increase across the city. Hamilton scores went up by 6-9%. Roxborough Park School results show outstanding improvements, up by 18 - 30 %.

The improvements are profound considering there are several factors that could impact negatively on the test results. The emphasis on basic skills has been incorporated into learning centres. Children are not accustomed to being tested in the formal manner that was used. Therefore it would be predictable the formal testing scores would be lower in the language areas because of the controlled vocabulary and jargon used. We are proud of how well the children are doing and the progress that is occurring. We are pleased with the large percentage of students who are

achieving At or Above Average results. Many of the items being tested, had not been formally taught prior to the testing period. Given the small size of the sample tested, using a per cent comparison actually distorts how well children are learning within this school. In most cases the achievement on the tests reflects their ability level that was shown on ability tests. Analysis of each child's scores is paramount to measure how well each child is doing relative to other students in Hamilton and across Canada. An analysis of how well our former students have done in Middle School on the Grade Six tests will be done to see how effective we have been in ensuring children have learned the basic skills in Grades Three to Five.

SCHOOL PROGRAMS AND PLANNING REPORT

Areas of Focus: -Improving Social Skills

- Improving Problem Solving Skills
- Self Esteem Building Activities
- Acquisition of basic language skills as outlined in "The Common Curriculum" and the Board support documents (Growing Into Language and Celebrating Language)
- Acquisition of basic math skills as outlined in the Common Curriculum

Several programs are going to be continued and enhanced to allow us to continue to celebrate the growing skills of our children at all grade levels.

Ongoing Processes and New Initiatives:

Timeline

-Keys to Successful Living:	since 1989
A series of lessons, developed by our staff, taught to all students (JK to Grade Five)	
-Monthly Social Skills Awards Assemblies	since 1989
-Weekly Awards Assemblies	Sept. 1993
-Monthly Academic Awards Assemblies	March 1994
-Positive Monthly Attendance Incentive Program	Jan. 1995
-Second Step Problem Solving Program (JK to Grade Five)	Jan. 1995
-Writing To Read Program (JK to Grade Five)	since 1983
-Annual Young Author's Conference	since 1990
-Recess Snack Nutrition Program*	Sept. 1993
-Big Brother's Mentor Program (Grades 3)**	Nov. 1994
(extend the Program to Grade 4)	Sept. 1995
(extend the Program to Grade Five)	Sept. 1996
-Expand Primary/Junior Buddy Reading Program	Sept. 1995
-Junior Student Leadership Programs***	Oct. 1993
-Expanded Remedial Assistance Program****	Sept. 1994
-Preschool In-school Reading Program*****	March 1995
-encourage student involvement in S.T.A.R. Program	Sept. 1994

*Our expanded Nutrition Program has changed the eating habits of children in our school. Children eat healthy snacks daily. From September 1995 to February 29, 1996, children have consumed over 12,550 pounds of fruit, that is 49,000 apples or pears. As well children receive vegetable/fruit supplements every Wednesday.

**This program identifies specific students who demonstrate low self esteem. A adult visits that students for one hour a week during school hours. Children involved appear to show a significant growth in self confidence with a relative improvement to try harder to do school related tasks.

*** This program provides students an opportunity to take responsibility in planning and carrying out initiatives such as Enviro Team, Recess Nutrition Team, Assembly/Guest Monitor Team, etc.

**** This program incorporates using up to 12 co-op students to assist in remedial work, social activities, ESL programs, computer studies, P.E., activities and library skills. This has increased the motivational level of our students by providing more remedial assistance.

***** This program involves mothers and their preschoolers making regular use of our library facilities to encourage language development prior to beginning school formally.

As well as the above mentioned programs, an analysis of the specific skills that require remediation will be addressed to ensure specific children have an opportunity to master the skills which they found difficult. As well a screening process will occur as new students enter to ensure that they have learned the basic phonetic and language skills that have been taught to students who have had the opportunity to be involved in the Writing to Read program offered at our school. The pupils who are experiencing many moves in their school careers have gaps which we focus on filling once they attend our school. The present practice of having in-school Diagnostic Team meetings to review the progress of all children will be continued.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

RYCKMAN'S CORNERS ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 22	Number of students for whom part or all of the test was not valid: 0	Number of students absent for part or all of the test: 1	Number of students completing entire test: 21
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General Comments on Students and the Testing Process in the School

The majority of the students tested have been at Ryckman's Corners since kindergarten. This year the CAT/2 was administered by the grade 2/3 classroom teacher. All sessions were given to the grade 3 students while the grade 2 students were working with their Language Arts Teacher.

School Interpretation of CAT/2 Results in the School Context

The CAT/2 is one of a number of diagnostic/assessment devices/programs used by the teachers at Ryckman's Corners to determine student strengths, weaknesses and academic growth/achievements. The teachers feel that this year's CAT/2 scores are aligned closely with their on-going assessments/evaluations of knowledge, academic skills development and school progress of the students at Ryckman's.

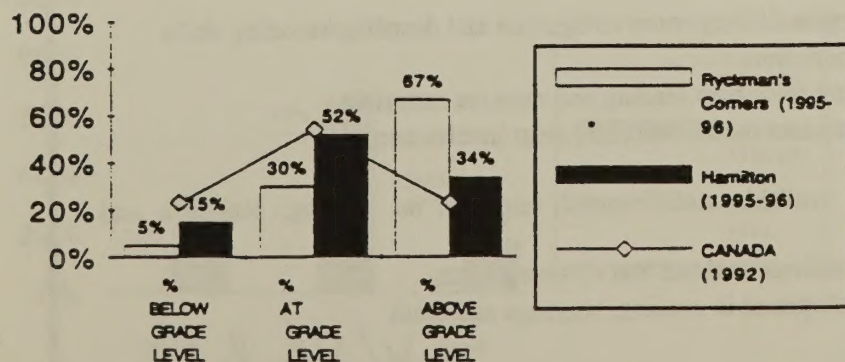
Ryckman's Corners School's scores show that 96%, 87% and 100% of the students tested are at or above grade level in Reading, Language and Mathematics, respectively. The CAT/2 Total Score shows that 97% of the students at Ryckman's are at or above grade level compared to 86% for grade 3's in Hamilton schools and 77% for the Canadian norm.

Further, for the present grade 3's at Ryckman's, 29% have been recommended for individual psychological assessment to determine the suitability of gifted programming.

The students that tested at below grade level in Reading and Language have been identified through the D.A.R.T. process and have been receiving L.R.T./classroom assistance and remediation.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

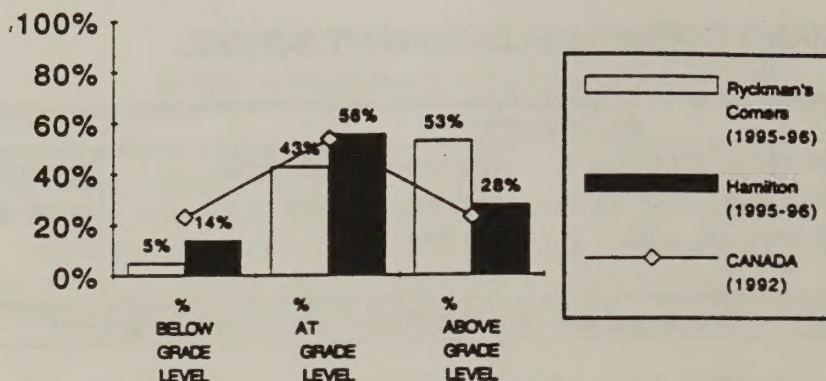


Grade 3: CAT/2 Summary

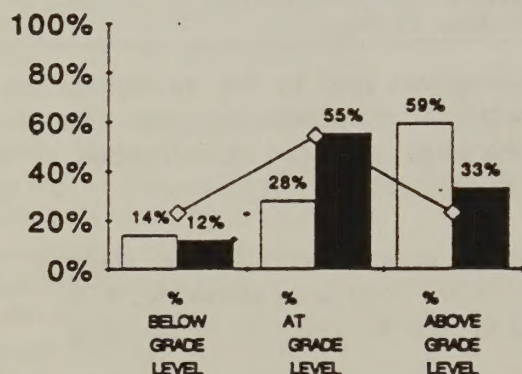
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Ryckman's Corners (1995-96)	5%	30%	67%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Ryckman's Corners (1994-95)	40%	33%	27%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

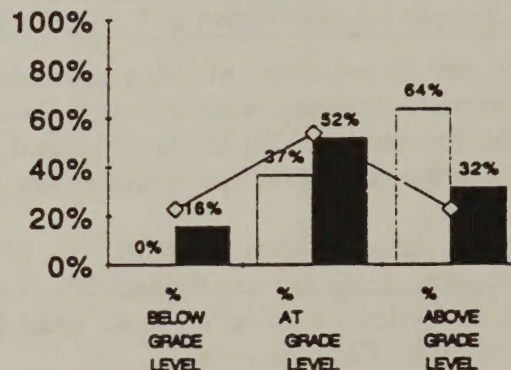
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

School Plans and Practices

- school organization using staff to reduce pupil/teacher ratio for reading/language instruction
- curriculum focus on reading, language and mathematics
- a balanced reading program - school-wide
- staff development centred on teaching/learning strategies for reading and language
- use of Literacy and Numeracy as implementation vehicles for Common Curriculum initiatives
- D.A.R.T. process and L.R.T. program to identify student needs then to drill, remediate and support classroom reading, language and math programs
- weekly "Fun Phonics" sessions at Gr. 2 level on emergent literacy, word recognition and decoding/recoding skills
- volunteer program to support L.R.T. and classroom initiatives
- school and school library budgets directed to upgrading classroom reading and resource materials
- BOOK-IT - a reading incentive program to increase student motivation and parent involvement

Future School Planning

- maintenance of school organization that focuses available staff/financial resources on reading, language and mathematics
- investigate/implement a reading program to further motivate students and involve parents
- use computer software/programs to enhance skill development in reading, language and math

1996 04 03

Date

D.H. Steele
Principal's signature

GRADE SIX

1995-96

RYERSON ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
91	8	1	82

General Comments on Students and the Testing Process in the School

The Guidance Counsellor co-ordinates the testing process. The testing is administered by the Grade 6 Core teachers in the regular classroom. All Grade 6 students are new to Ryerson and are trying to adjust to the transition from Junior to Middle School. Approximately 25% of these students are enrolled in French Immersion. The test was invalid for some exceptional and ESL students.

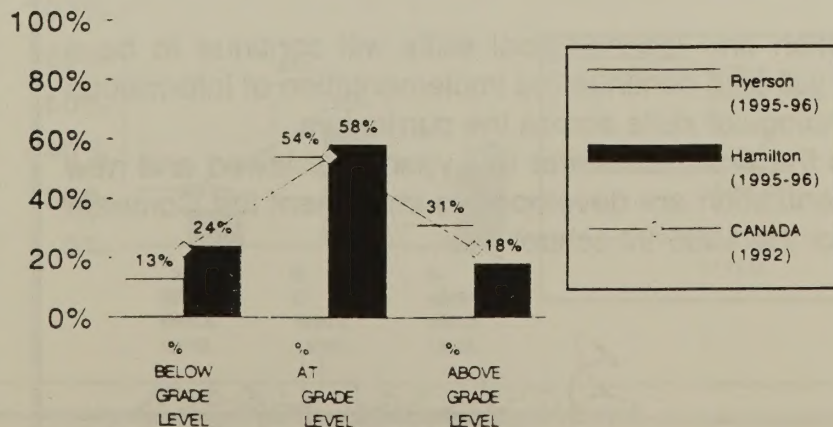
School Interpretation of CAT/2 Results in the School Context

We are a dual-track school with approximately 25% of the students enrolled in French Immersion. Our student body consists of 24% of our students whose first language is other than English. The community is a very diversified one, covering a large socio-economic and geographic area. Students enter Ryerson at the Grade 6 level (three feeder schools) or at the Grade 7 level (two feeder schools). Student mobility is at 16% which is significantly higher than in 1994-95. Approximately 12% of our student population is deemed exceptional. New to Ryerson this year is a Comprehensive Class, consisting of students with varied exceptional status.

We have a very active and supportive Home & School Association, and dynamic community/school interaction.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

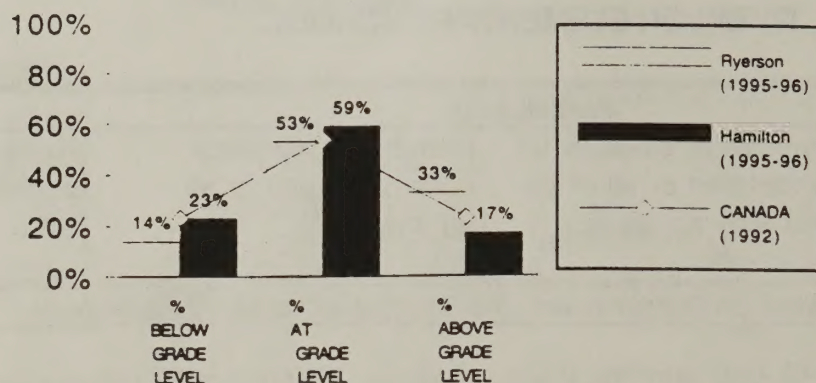


Grade 6: CAT/2 Summary

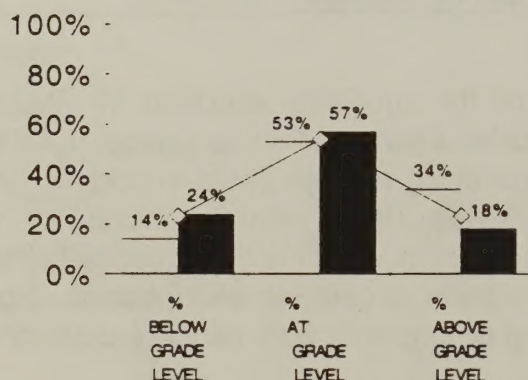
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Ryerson (1995-96)	13%	54%	31%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Ryerson (1994-95)	13%	59%	27%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

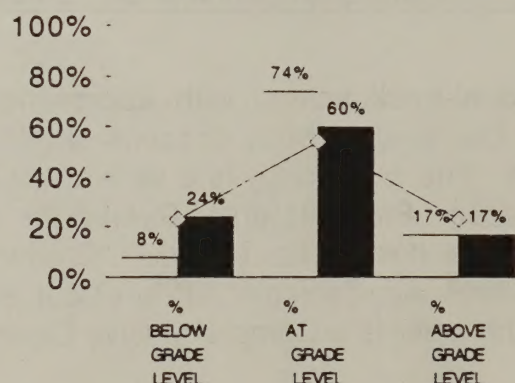
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

These positive results indicate Ryerson students are achieving overall and continued success academically in both Language and Mathematics. This success can also be attributed to the strong emphasis in the Pr/Jr. Division of our feeder school on integrated literacy instruction using Celebrating Language and Spelling Sense. It will be necessary to continue to reinforce and teach specific Language and Reading skills in order to ensure that our students meet the specific learning outcomes found in the Common Curriculum and Provincial Standards, Language.

The integration of media literacy, information and technological skills will continue to be a major focus in our language planning. We will also continue the implementation of information skills and an increased application of technological skills across the curriculum.

The CAT/2 results will be addressed when the School Plan for this year is reviewed and new directions, priorities and a new school organization are developed to implement the Common Curriculum and the new reporting system for the 1996-97 school year.

1996 04 04

Date

B. L. Jepson

Principal's signature B. L. Jepson

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

SANFORD AVENUE ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
40	0	8	34

General Comments on Students and the Testing Process in the School

Testing and in-service of participating teachers was co-ordinated by the principal. Since all grade 3 classes involved were part of split grades, some internal reorganization was necessary. Students from the French Immersion class were combined with an English track grade 3 for testing purposes. All grade 3 students currently receiving E.S.L. support were included.

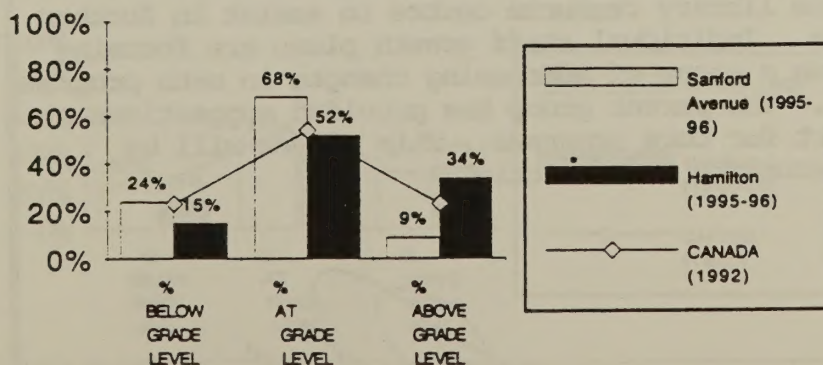
School Interpretation of CAT/2 Results in the School Context

Sanford Avenue School is located in the north central core of Hamilton. The students in the school represent over twenty different cultures. In addition, Sanford has the largest percentage of native Canadian pupils of any elementary school in Hamilton. A significant number of students transfer in and out, throughout the year, as family structures and dynamics change. Sanford has been designated as a compensatory education school. The school also provides a kindergarten to grade 5 French Immersion program. Literacy including technology, has been and continues to be a key component of the school plan. Mathematical skills, especially in problem solving, are also being addressed. Funds from corporate sponsor allow students to experience community activities to broaden their knowledge in the arts and environmental areas. In our school this year, 77% of our grade 3 students scored at or above grade level on the CAT/2 total score.

Grade 3: CAT/2 Results, 1995-96

Grade 3: CAT/2 Summary

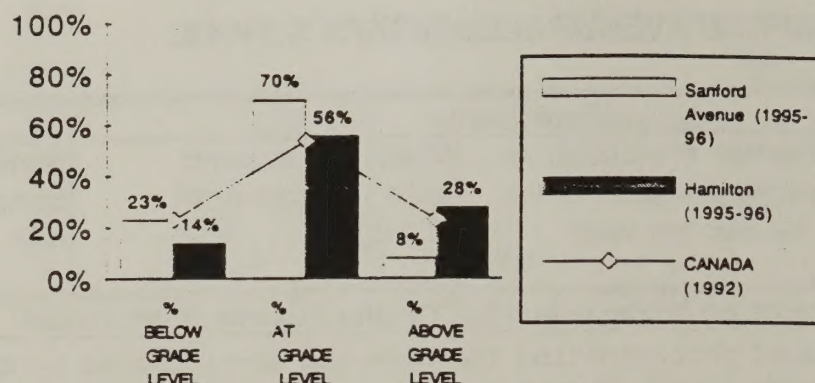
CAT/2 TOTAL SCORE



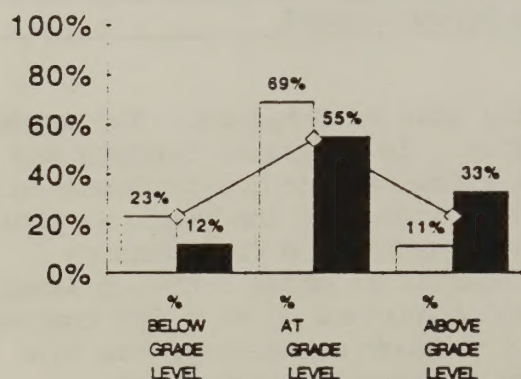
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Sanford Avenue (1995-96)	24%	68%	9%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Sanford Avenue (1994-95)	28%	59%	12%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

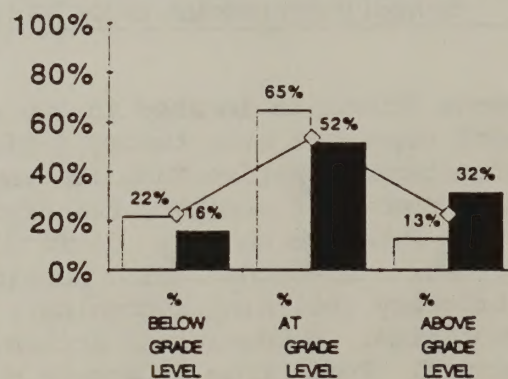
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Results from last year's testing provided direction for specific components of the school plan in language and math. Improvement in scores have been noted in all test areas: 10% increase in reading, 11% in language and 12% in math. The value of the Writing to Read program for early primary students continues to be recognized and is supported through the school's staffing process. The ongoing use of the computer lab as an integrated component of the language program continues to be stressed as components of the school plan are reviewed and revised. Newly acquired hardware and software has been incorporated into the library resource centre to assist in further developing reading and research skills. Individual staff growth plans are focusing on student assessment and evaluation as a means of addressing changes in math programs necessitated by the Common Curriculum. The parent group has provided suggestions to other parents regarding home support for core programs. This report will be shared with the Parent Council for discussion and direction.

April 3/96
Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

SENECA ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
39	1	0	38

General Comments on Students and the Testing Process in the School

At Seneca the CAT/2 tests are administered by the Grade 3 teachers. Our teachers have attended in-service sessions and continue to do so, as needed. There are 12 ESL students in our Grade 3 classes, all of whom wrote the test. The testing process was completed with no concerns or problems.

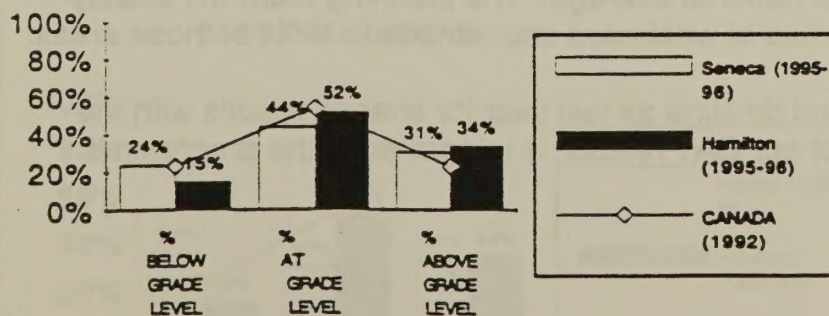
School Interpretation of CAT/2 Results in the School Context

Seneca school has an enrollment of 239 students. We have a significant ESL population of 22%. Our school population includes two self contained classes for the Developmentally Delayed and one for Speech and Language. We have a high transfer rate. In the 1994-95 school year 50.6 % of those who registered in September remained through to June. Seneca has a small but active Home and School Association. The Star Programme from the Hamilton Housing Project at Purnell uses our facilities for some of its activities.

At Seneca, 75% of our Grade 3 students scored at or above grade level on the CAT/2 total score, compared with 86% across Hamilton and 77% nationally. Results in reading and language were close to the city average. In mathematics, however, 68% of Seneca students scored at or above grade level compared to 84% across the city. This will be an area of focus for our planning team.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

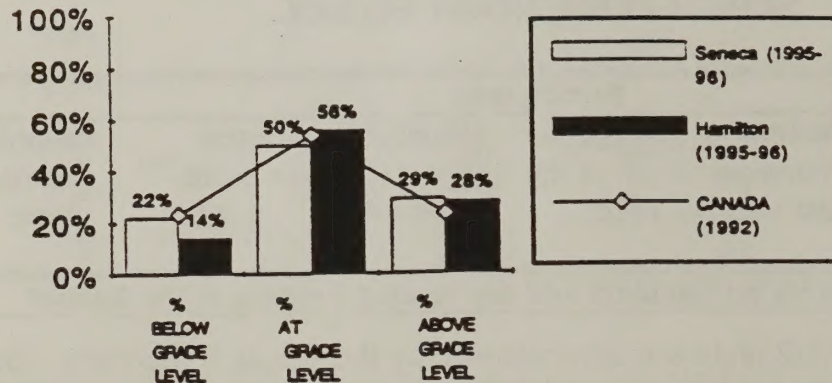


Grade 3: CAT/2 Summary

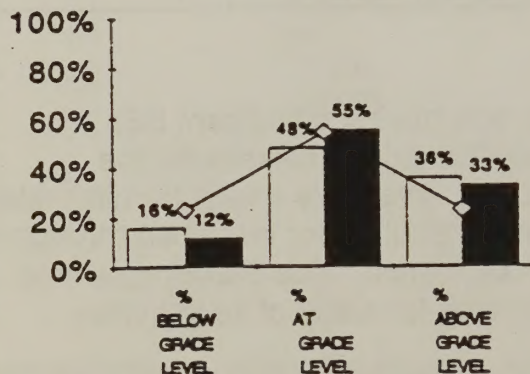
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Seneca (1995-96)	24%	44%	31%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Seneca (1994-95)	8%	63%	29%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

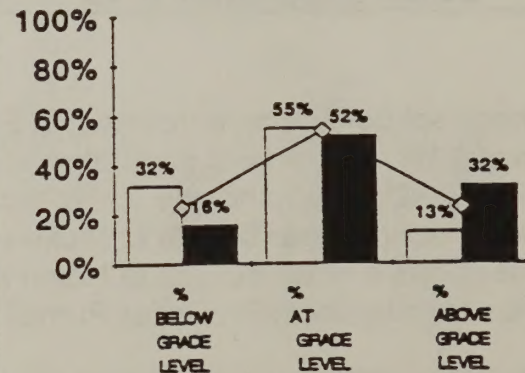
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS

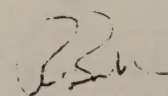


School Progress and Planning Report

Last year's group of Grade 3 students performed significantly above city and national levels in all areas. An examination and discussion of our results with the programme team revealed that the close partnership and co-operative planning between the grade 3 teachers was critical to student success. While our results this year are not as strong, this remains a significant factor. Our results in language and reading, while lower than last year, are within 5% of the city average and are above the national average. The planning team will closely examine our results in math to identify areas of weakness and remediate skills in those areas.

We will follow a similar process and timeline as last year for sharing results with the Seneca Community. Planning, in light of our CAT results, is integrated in the programme section of our School Plan.

Date _____


 Principal's signature

GRADE THREE

1995 - 1996

SHERWOOD HEIGHTS ELEMENTARY SCHOOL

Number of students enrolled in Grade 3: Number of students for whom part or all of the test was not valid: Number of students absent for part or all of the test: Number of students completing entire test:

37

2

0

35 - gr. 3

1 - gr. 2

General Comments On Students and the Testing Process in the School

Completed during the test period. Administered by classroom teachers & LRT -- all of whom attended the October in-service. Gr. 3 students in 2/3 split & 3/4 split were tested together. A gr. 2 student (whom we plan to accelerate) also took the test with the grade 3's.

Two grade 3 students did NOT take the test. (One student did not successfully complete the pre-test and one ESL student did not do the CAT.)

Two ESL and two EXCEPTIONAL REGULAR CLASS students were tested, even though we knew their results would be **extremely low** (which they were). In addition, we did not expect a strong showing from five of the grade 3 students in the 2/3 split. (We were surprised they passed the pre-test!)

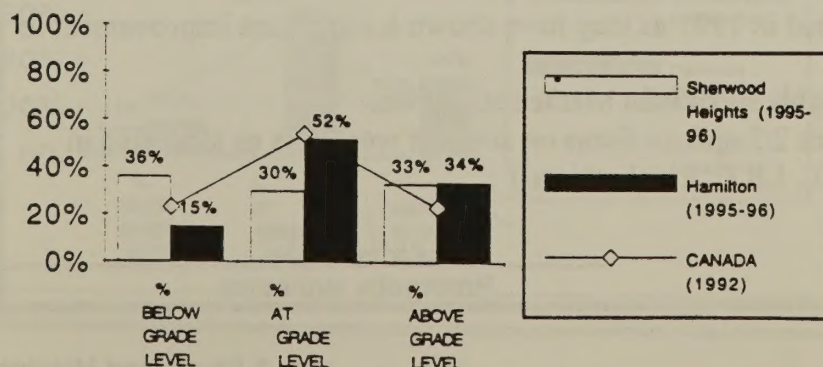
School Interpretation of CAT/2 Results in the School Context

63% of our Gr. 3 students scored at or above grade level in CAT/2 TOTAL SCORE. Almost all of the students in our 3/4 split and a grade 2 student from our 2/3 split scored extremely well in most areas. The major exception is the Language area where only 58% of our students scored at or above grade level. Even the strong showing by the grade 3's in the 3/4 split did not change this result. **40% of the grade 3's in the 3/4 split scored in the "low" category for Spelling.** As a staff, we will address this concern in our school wide planning sessions by identifying concrete areas to encourage stronger results in the area of Language and Spelling.

Along with our improved Reading scores (33% above grade level), the largest cause for celebration is in Mathematics where **86% of our students were at or above grade level.** The grade 3's in the 3/4 split scored over 60% in the proficient category in Math Computation, 68% proficient in measurement, and 52% proficient in Math Concepts and Applications. WOW!

Grade 3: CAT/2 Results, 1995-96

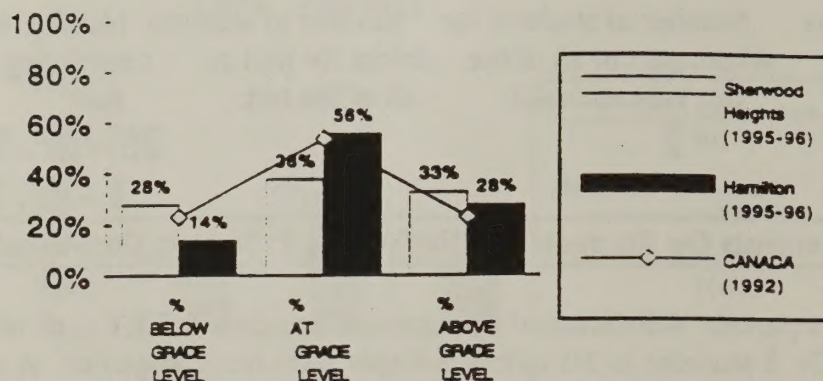
CAT/2 TOTAL SCORE



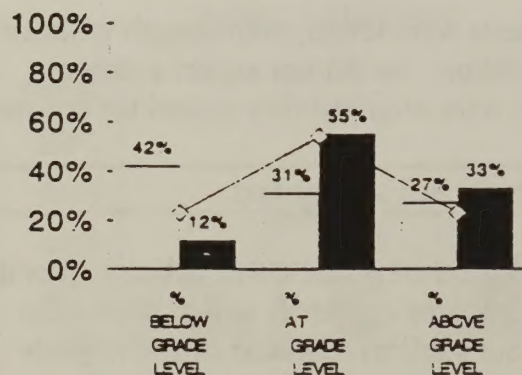
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Sherwood Heights (1995-96)	36%	30%	33%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Sherwood Heights (1994-95)	25%	53%	22%
Hamilton (1994-95)	22%	53%	24%

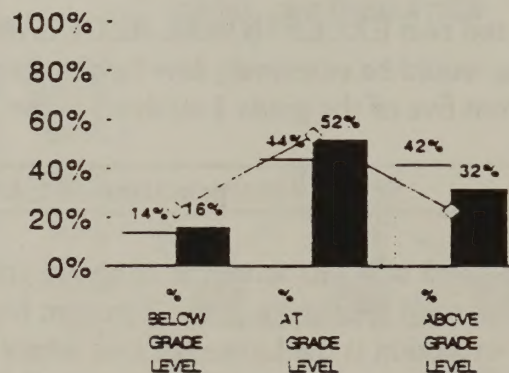
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Proposed "House Keeping Issue" Regarding the BIG ROOM for 1996-1997

(Presently, Sherwood Heights' BIG ROOM has over 100 grade 1 & 2 students. Its noisy in this "open concept" setting and those students who may have attention deficit problems have many distractions.)

- decrease noise/distractions in BIG ROOM by making part of the room a Learning Centre & Computer Lab. This will free up two regular size classrooms for Primary classes.
- avoid 1/2 splits next year -- as staff felt this arrangement had a negative impact on student success.

Proposed Programming Issues

- continue working with Doug Dunford to identify the causes for the discrepancy between the Reading and Language scores --- and plan to address these discrepancies during our Programme Night with parents.
- continue with our **Literacy Plans** established in 1995 as they have shown a significant improvement in our Reading scores (33% above grade level).
- continue with the implementation of our highly successful Mathematics Plan.
- re-group the entire language class of present 2/3 split to focus on areas of weakness as identified in CAT. (Support classroom teacher with T/L, LRT, & volunteers.)

March 28/96

Date

T. Dexter

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

SIR ISAAC BROCK ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 40	Number of students for whom part or all of the test was not valid: 5	Number of students absent for part or all of the test: 0	Number of students completing entire test: 35
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General Comments on Students and the Testing Process in the School

The CAT/2 is administered by the following team: the principal, one grade three teacher and the ESL teacher. All are experienced in the administration of this test. The principal attended the annual inservice held by the Board and shared new learnings with the team. In the test group 33% of the students have an ESL background and 3% are Exceptional students.

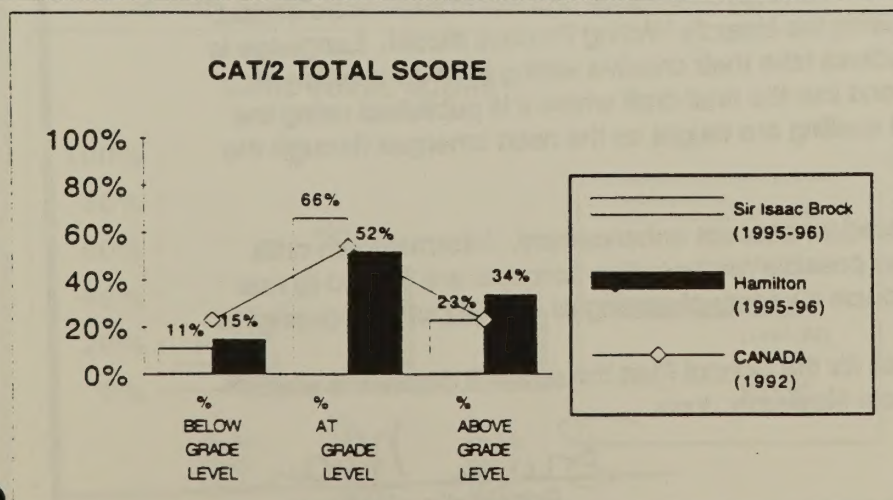
School Interpretation of CAT/2 Results in the School Context

The school is located in a residential/commercial area in the east end of Hamilton. About 200 of our students are brought by large school bus from Barton St. E., Kenora Ave, the Birkendale neighbourhood and Gray's Road. Out of a student enrolment of 279, 81 students speak a language other than English as their first language. We have a classroom with 8 Exceptional (Communicational) students. There have been 26 transfers in and 32 transfers out.

In our school this year 89% of our Grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score / Reading/Language/Mathematics.

We have a strong ESL program in place consisting of in-class assistance as well as withdrawal. A committed group of parent volunteers support the students' learning needs and are guided by the Learning Resource Teacher and the English as a Second Language teacher. Students experiencing difficulties are identified by the classroom teacher and the teacher brings the concerns to the attention of the LRT who arranges for their presentation at level one and two DART meetings which are held monthly and involve the parent, Board Resource personnel and appropriate outside agency personnel. Student progress is closely monitored.

Grade 3: CAT/2 Results, 1995-96

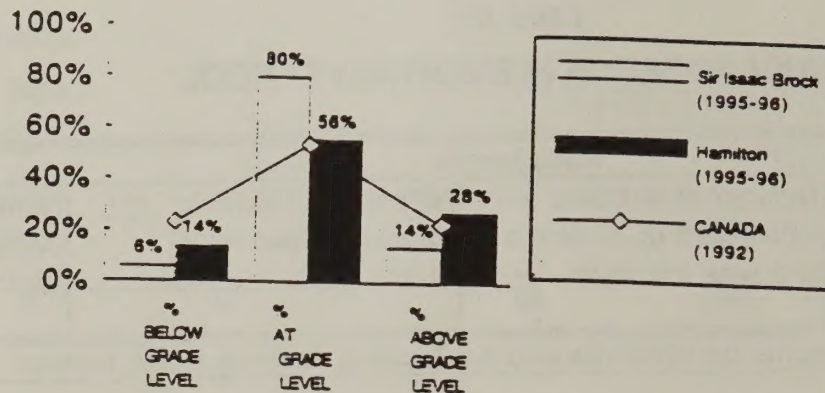


Grade 3: CAT/2 Summary

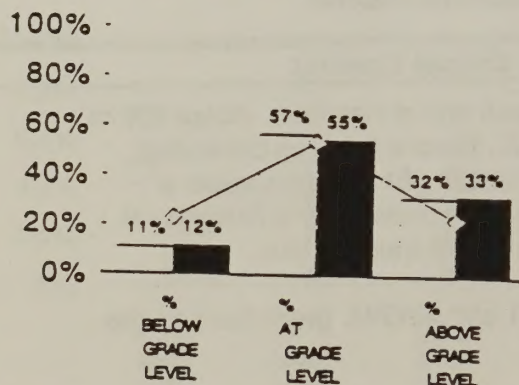
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Sir Isaac Brock (1995-96)	11%	66%	23%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Sir Isaac Brock (1994-95)	19%	60%	21%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

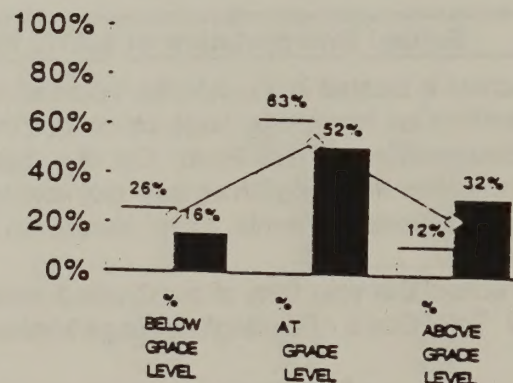
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT results indicated that the programming at Sir Isaac Brock was moving students in the right direction. This year's school plan continued to focus on the areas of Literacy and Mathematics. The strong involvement of the teacher-librarian and the classroom teacher assures that there is a daily emphasis on reading and the selection of books for home enjoyment. Parents play a vital role in the improvement we have witnessed. Parent involvement at our DARTS is valued and their input to the problem solving/remediation process is seen to be critical.

Creative storywriting is developed using the Board's Writing Process model. Language is built both in written and oral form as the students take their creative writing from conception of the rough idea through the editing process and into the final draft where it is published using the word processor. The rules of grammar and spelling are taught as the need emerges through the writing.

In mathematics manipulatives are used for concept enhancement. Informal math drills are used to reinforce basic facts. As much as possible mathematics concepts are related to real life situations. We encourage youngsters to use a variety of strategies for computation geared to their learning style.

As part of the Annual Review process for the School Plan the staff will determine where the focus will be next year. This is done in late May/early June.

1996 04 02

Date

Bruce Man
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

SIR WILFRID LAURIER ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
74	5	1	68

General Comments on Students and the Testing Process in the School

Testing was carried out over several days. Students were tested in their own classrooms. The Principal, Acting Vice-Principal and Junior Learning Resource Teacher each took responsibility for administration of the tests to one Grade 3 classroom. Students absent for sub-tests were given an opportunity to complete testing on an individual or small group basis. A total of five (5) students were not tested as a result of their scores on the practice test, and one student was absent for the Mathematics computation section of the test battery.

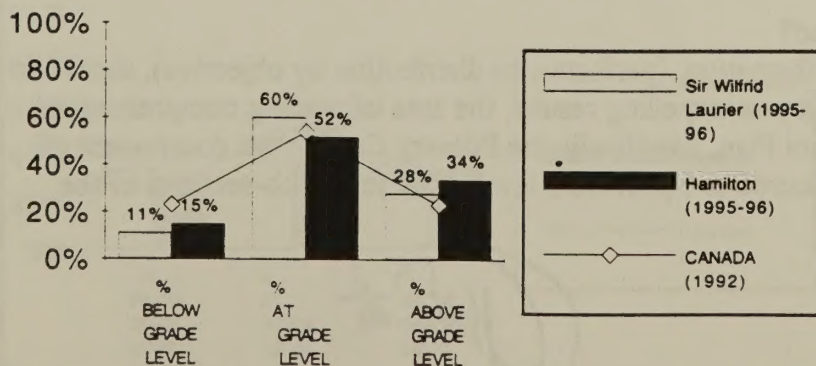
School Interpretation of CAT/2 Results in the School Context

Sir Wilfrid Laurier School is a large primary-junior school, (JK - 5), located in the east end of the lower city. The school has an enrolment of slightly over 600 pupils and a mobility rate slightly higher than the city average, (13% vs. 10%). The school has a daycare attached as well as a recreation centre. There are four self-contained Special Education classes. Two full-time ESL staff provide support to approximately 10% of the student population. For 1995-96 our LRT allocation was increased from 1.3 to 1.7 F.T.E., specifically to increase service to the Grade 3 - 5 section of the school. The school is supported by a growing and active parent group, a large number of adult volunteers, (approx. 75), and an active co-op student programme. A well-developed School Plan is in place with several major components including: social skills, safety, the environment, computer literacy, school-community partnership, and quality curriculum delivery.

In our school this year, 88% of our grade 3 students scored at or above grade level on the CAT/2 Total Score/Reading/Language/Mathematics. Areas of strength based on the CAT/2 results include the Language area in which 94% of our Grade 3 students scored at or above grade level and the Mathematics area where 36% of the students scored above grade level. An area of relative concern is the total Reading score where 21% of our students scored below grade level, compared to 17% in 1994-95. Specifically, comprehension skills tested lower than last year, although overall Reading results are up slightly in terms of national percentile. Two other areas of strength are noted in the context of national percentiles - both Spelling and Mathematics computation results were at the 70th percentile. These results are a significant improvement over last year's results - 56th and 58th percentiles respectively.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

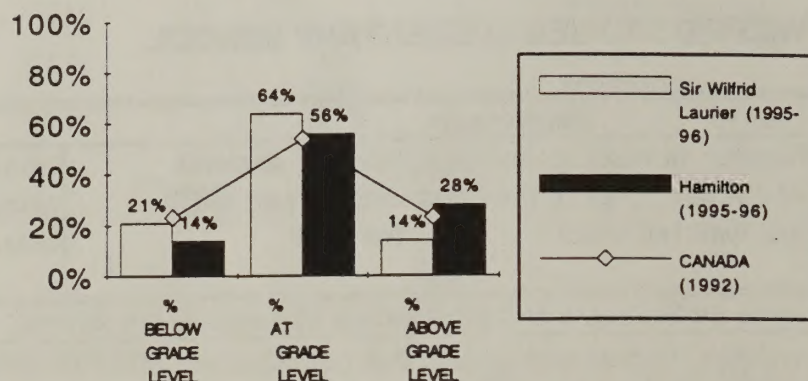


Grade 3: CAT/2 Summary

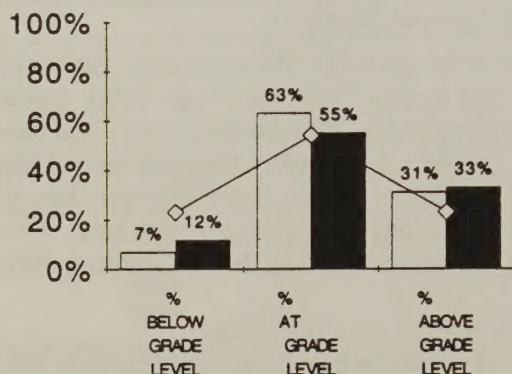
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Sir Wilfrid Laurier (1995-96)	11%	60%	28%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Sir Wilfrid Laurier (1994-95)	16%	66%	16%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

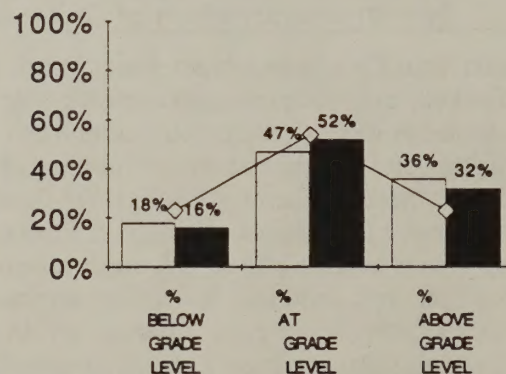
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

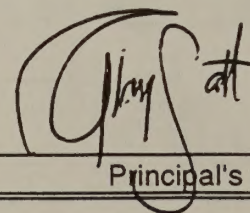
How were last year's CAT/2 results addressed?

Last year a specific area for focus and planning was the Spelling area in that approximately 50% of our Grade 3 students tested at a low level of proficiency.

A review of our daily language programme was conducted including daily spelling programmes, writing programmes, use of computer labs for language development, tracking strategies, and resources being used.

How will this year's CAT/2 results be addressed?

While an analysis of the criterion referenced information, (performance distribution by objective), shows no area of competency at a low level similar to last year's spelling results, the area of reading comprehension will be an area of focus as we review our School Plan, specifically the Primary Curriculum component of the Plan. Only 17% of our Grade 3 students scored at a proficient level on all three sub-sections of the Comprehension sub-tests.



Principal's signature

FF16 04 03

Date

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

STINSON STREET ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid: 4	Number of students absent for part or all of the test: 4	Number of students completing entire test: 38
46			

General Comments on Students and the Testing Process in the School

Tests were administered by the classroom teachers. In one of the classrooms the regular teacher had just begun a maternal leave and the tests were administered by a supply teacher. In the other classroom the final tests were also administered by an occasional teacher. The disruption caused by the change of teachers may have had some influence on the results.

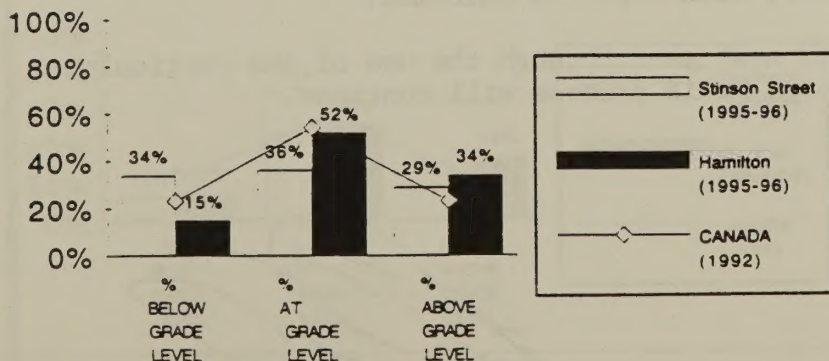
School Interpretation of CAT/2 Results in the School Context

Stinson Street School is a Junior Kindergarten to Grade 5 school located in the inner city. The community it serves is a diverse mix of race and ethnicity, of incomes and lifestyles, but most of the students come from impoverished homes. The school population is very mobile, with the number of students transferring during the school year outnumbering the student population at any given time during the year. This percentage has steadily risen over the past few years. Students who transfer tend to do so wherever they go, and hence attend a large number of schools in a few years. This creates a discontinuity in their education.

The CAT/2 results from this school show a greater than expected number of students with below grade level reading abilities, yet in the same area the number of students with above grade level achievement is that which would be expected. A large percentage of those reading below grade level are students who have recently transferred in to the school, and have a discontinuous education.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

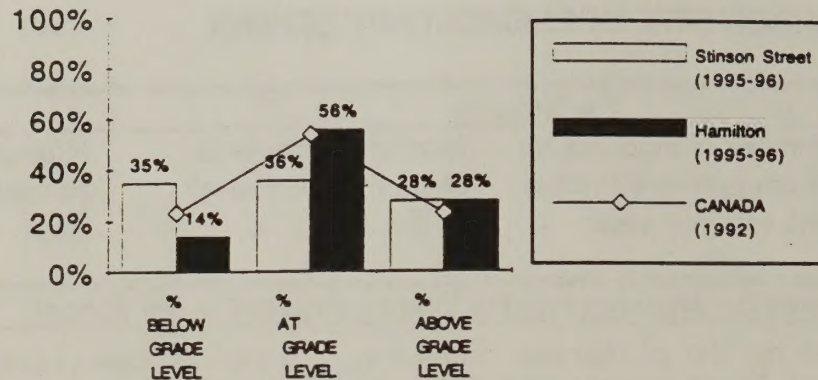


Grade 3: CAT/2 Summary

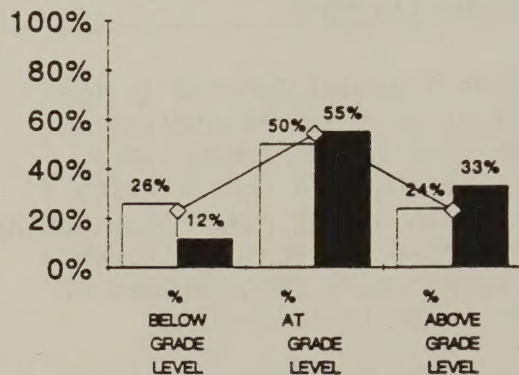
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Stinson Street (1995-96)	34%	36%	29%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Stinson Street (1994-95)	20%	56%	24%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

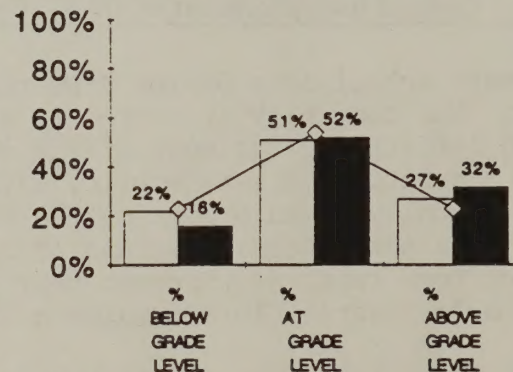
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



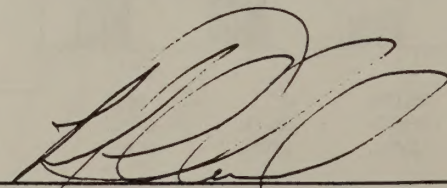
School Progress and Planning Report

It is very difficult, because of the relatively small sample size and the turnover of students in the school, to use these results for anything other than planning program for individual students and classes. Results from year to year tend to be inconsistent in the extreme, due to the nature of the student population.

Short term planning has included the formation or continuation of enrichment groups and remedial groups, each with a specific focus, working out of the Learning Centre. In the classroom, Reading, Language and Mathematics are planned by comparing pupil results, both individual and class, with expected outcomes.

As the Common Curriculum is implemented next year through the use of the curriculum documents developed by the Hamilton Board, this process will continue.

April 4 '96
Date


Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

STRATHCONA ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
25	4	0	21

General Comments on Students and the Testing Process in the School

This year, a pre-test was used to ensure that the students had sufficient language skills to be involved in the test. Testing conditions were structured and organized to ensure on task behaviour and completion. Students who were absent had the test administered by the teacher-librarian.

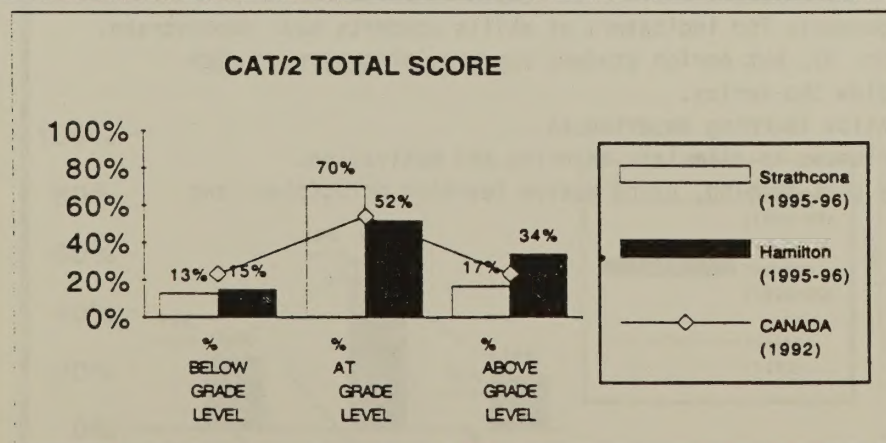
School Interpretation of CAT/2 Results in the School Context

It must be remembered that some of the items "tested" on the C.A.T. either don't appear as part of the Hamilton curriculum, or do appear but are taught at a later date.

Other factors to be considered include the following:

- . at the Grade 3 level, children tested near beginning of the school year
- . thus, K - Gr.2, not Gd. 3 implicated in the assessment
- . also implicated is the variety of experiences the children bring to school prior to their arrival in Kindergarten
- . positive experiences which are stimulating and enriching outside of school hours are critical to growth and development in the primary years
- . In our school this year, 87% of our students scored "At" or "Above Grade Level" as compared to 86% across Hamilton and the 1992 National statistic of 77%.

Grade 3: CAT/2 Results, 1995-96

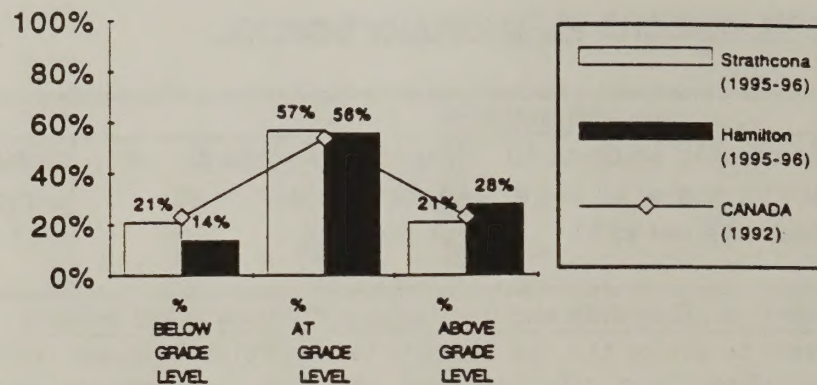


Grade 3: CAT/2 Summary

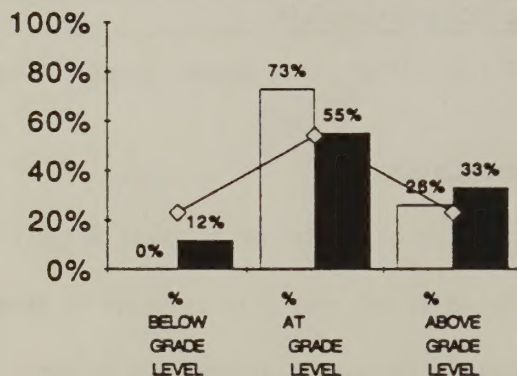
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Strathcona (1995-96)	13%	70%	17%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Strathcona (1994-95)	39%	35%	25%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

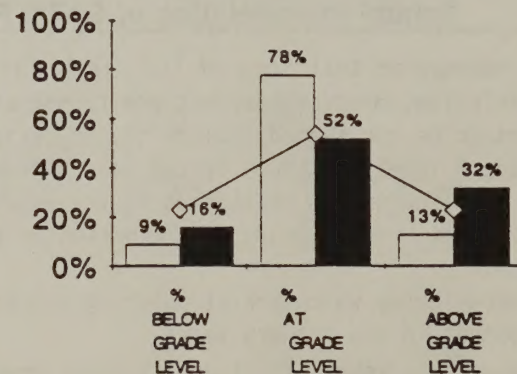
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- . Using school-wide standardized tests for spelling and reading diagnosis of student skill levels.
- . Tracking individual students results which are below average and planning a program which will review the lacking components.
- . Plan using CAT resource guide for suggestions to teach the skills.
- . Monitor that a balanced language and math program are in place so all learning outcomes are addressed in Grade 3.
- . Plan using Hamilton Board outcome based documents for indicators of skills students must demonstrate.
- . Use available reading series (Impressions Gr. 3), but enrich student opportunities to read with exposure to a broad mix of literature outside the series.
- . Provide manipulatives for concrete mathematics learning experiences.
- . Provide opportunities for enrichment experiences to stimulate thinking and motivation.
- . Encourage student ownership of learning by goal-setting, using active learning principles, and individual conferences with student.

96-04-04

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

STRATHCONA ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
24	0	0	24

General Comments on Students and the Testing Process in the School

This year, a pre-test was used to ensure that the students had sufficient language skills to be involved in the test. All grade six students completed the pre-test, and all qualified for and were able to complete the C.A.T. Testing conditions were structured and organized to ensure on task behaviour and completion. Students who were absent had the test administered by the teacher-librarian.

School Interpretation of CAT/2 Results in the School Context

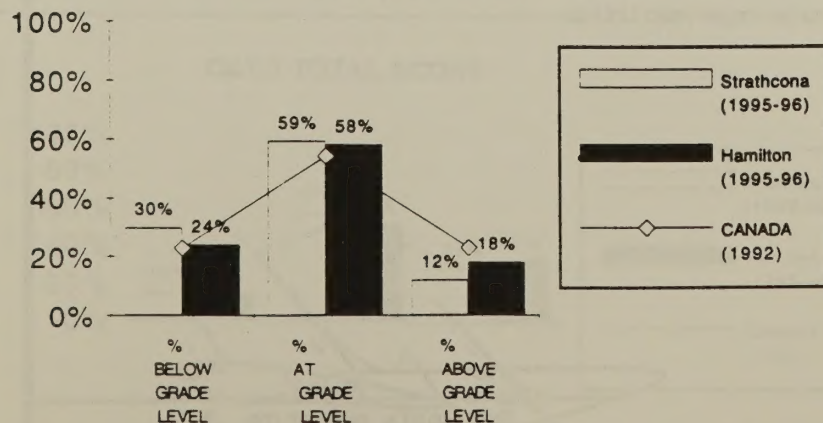
It must be remembered that some of the items "tested" on the C.A.T. either don't appear as part of the Hamilton curriculum, or do appear but are taught at a later date.

Other factors to be considered include the following:

- at the Grade 6 level, children are tested near the beginning of the school year.
- thus, K - Gd. 5, not Gd. 6, is implicated in the assessment.
- also implicated is the variety of experiences the children bring to school prior to their arrival in Kindergarten:
- positive experiences which are stimulating and enriching outside of school hours are critical to growth and development in both the early and formative years.
- in our school this year, 59% of our students scored "At Grade Level" as compared to 58% across Hamilton and the 1992 National statistic of 54%.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

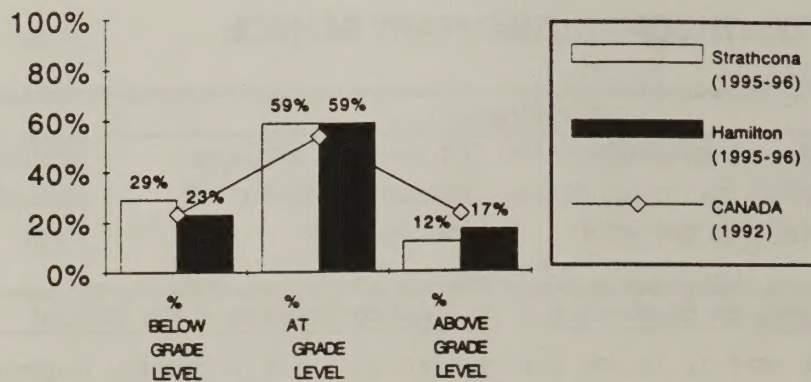


Grade 6: CAT/2 Summary

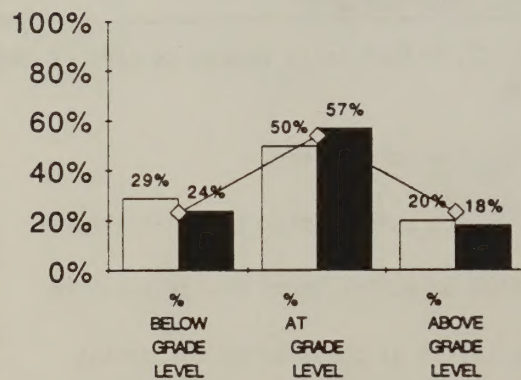
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Strathcona (1995-96)	30%	59%	12%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Strathcona (1994-95)	31%	70%	0%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

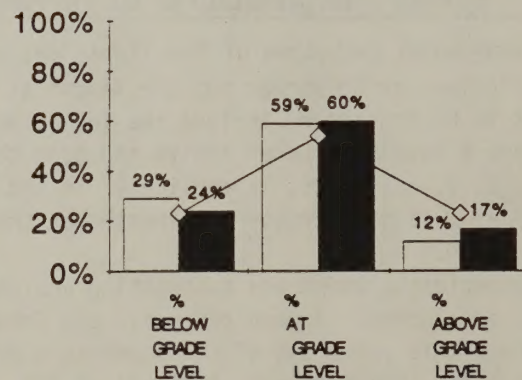
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Grade Six - Language/Math

1. Diagnostic assessments used in Math and Language i.e. Miscue Analysis, Kottmeyer
2. Tracking and evaluation completed using Outcomes (Standards from Ministry)
3. Portfolio assessment started (Language primarily)
4. New Language program (Collections for Young Scholars and Open Court started).
5. Spelling Program - altered to address spelling strategies (Open Court Spelling Program)
6. R. & R. Room (Read and Relax) planned and implemented
7. Narrative Writing Model addressed to bring organization and structure to writing.
8. Math manipulatives used in program for concrete experimentation

96-04-08

Date

Principal's signature

Gr. 6 Strathcona

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

THORNBRAE ELEMENTARY SCHOOL

PARTICIPANTS

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing the entire test:
61	2	3	56

The principal coordinates the distribution/collection of test materials and ensures proper timelines free of interruption are provided to classroom teachers, who administer the tests in their classroom. Inservice needs regarding test procedures /result interpretation provided through system inservice and school level expertise (administrative/resource team). Out of a total of 61 students in our Grade 3 classes, 8 have a first language other than English.

School Interpretation of CAT/2 Results in the School Context

Thornbrae School services a wide geographical area in which over 90% of the students are bused to our location. They come from widely varied socio-economic backgrounds ranging from two income families living in new modern subdivisions to 'working poor' families and families on social assistance living in subsidized townhouse developments. Approximately 10% of our school population has a first language other than English.

Thornbrae utilizes a differentiated Resource support model in which a LRT and SERT are involved in both withdrawal of students for individualized/small group instruction and inclass support of exceptional and At Risk students. School organization has also allowed for two staff members to have time periods each week to operate a Challenge Centre to programme for students who need enrichment of their curriculum experiences. As well, both volunteers and co-op students provide additional resources in classrooms to support students experiencing difficulties.

Our DART process is used to identify students requiring these types of additional supports as well as to determine which students would benefit from more indepth observations/testing to address difficulties that are more complex and require more in-depth intervention/identification/programming supports.

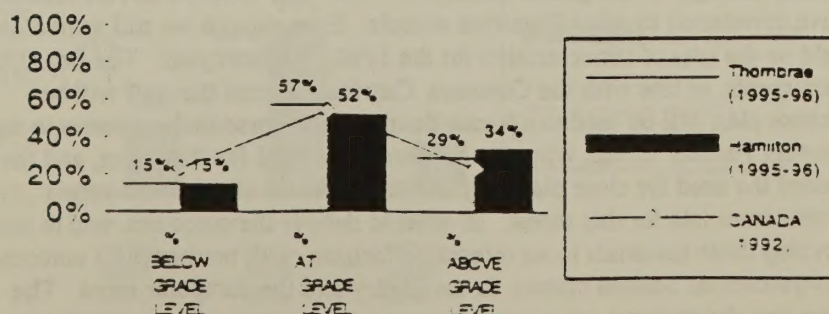
- In our school this year:
- 86% of our Grade 3 students scored AT and ABOVE grade level on the Total score.
 - 83% of our Grade 3 students scored AT and ABOVE grade level on the Reading score.
 - 88% of our Grade 3 students scored AT and ABOVE grade level on the Language score.
 - 80% of our Grade 3 students scored AT and ABOVE grade level on the Math score.

All of these scores place us above the Canadian Scores. Our scores tied the Hamilton scores in both Total results and Language Results, and 1% below Hamilton in Reading. Math was above the Canadian score, but below the Hamilton scores by 4%. Even though we are scoring at 80%, we have decided to target math this year as an area of focus for all of our students, from Kindergarten to Grade 5.

Grade 3: CAT/2 Results, 1995-96

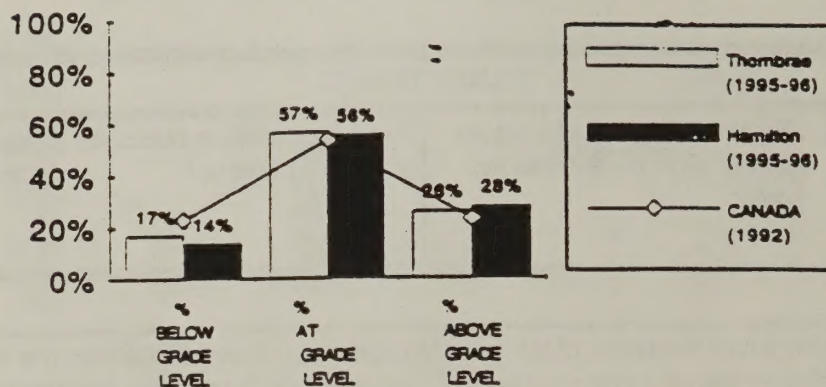
Grade 3: CAT/2 Summary

CAT/2 TOTAL SCORE

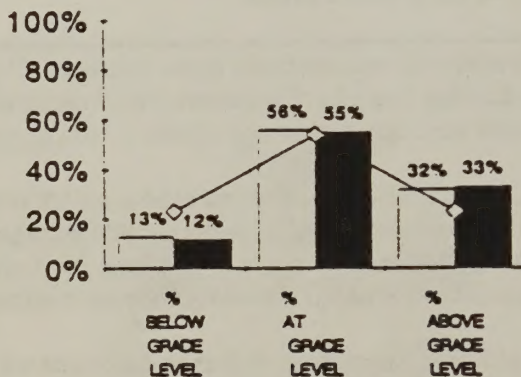


CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Thornbrae (1995-96)	15%	57%	29%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Thornbrae (1994-95)	17%	46%	36%
Hamilton (1994-95)	22%	53%	24%

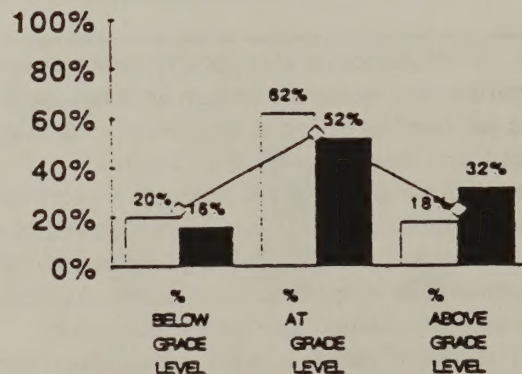
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning report

In order to address the CAT/s scores from 1994-95, both the school plan and the school organization were utilized. The Junior Division classes were organized so that there were 5 smaller classes in the morning, when language and math were addressed by the classroom teachers. In the afternoon, the students were in 4 classes (slightly larger) for the rest of the curriculum. This allowed the teachers to address the areas of language and math with smaller numbers, allowing for more individualized attention to students. At the primary level, the school plan called for the continuation of the E.I.R. reading programme, as well as continued Reading and Language modifications delivered by the classroom teacher with intervention and support as needed by the Resource team. To meet the needs of more advanced learners, the plan called for the setting up of a Challenge Centre, that would help to provide differentiated learning experiences for these students. The staff was inserviced in the use of the Samara-Currie Planner to assist in curriculum planning. The teacher-librarian was an integral part of this process, assisting in the development of the planners, new outcome based tracking materials, and the integration of CD ROM materials into appropriate spots in the curriculum areas. A school wide theme based on 'Endangered Species' was developed and implemented to explore integrated programme delivery.

The school plan also called for a review of mathematics throughout the grades during 1995-96. The 1995-96 CAT/s results showed this area to be the area with the greatest negative correlation to other Hamilton schools. Even though we still scored above the national norms, the staff has decided that this should be the area of concentration for the 1996-97 school year. The Board has prepared new curriculum documents and reporting instruments, in line with the Common Curriculum, and the staff will be implementing this programme in the new year. The school plan will be used to allocate financial and personnel resources to support this decision. These scores were discussed with the existing Parents' Group, who also supported the need for this focus, and the subsequent assigning of resources. The staff has discussed the need for close planning and development of materials across classrooms of the same grade and division, to prepare new materials for this thrust. In order to deliver the outcomes, and to track their delivery, we will be working in grade teams to develop these materials in an integrated fashion, with mathematics outcomes being delivered in Math classes, Social Studies and Environmental Studies classes, in the library and the computer room. The Kindergarten team is also working on this area to ensure that the students are receiving a strong foundation of mathematics at an early age, based on hands on experiences, the use of manipulatives and ensuring that examples of mathematics (patterns, problem solving, numeracy) are pointed out to them in natural settings and with support for explorations in this area.

Dave Rogers

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

TWEEDSMUIR ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
118	4	7	109

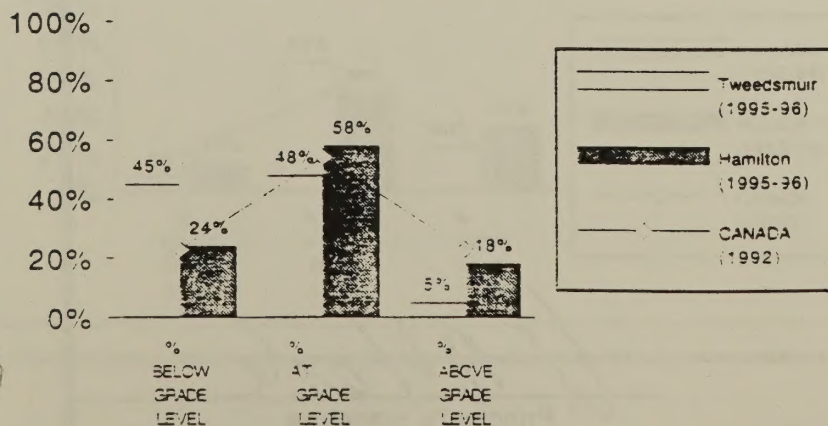
General Comments on Students and the Testing Process in the School

School Interpretation of CAT/2 Results in the School Context

Core program and low number of teacher contacts, with a strong emphasis on language and math skills, has helped our students to be able to write the test itself and has also built up their skills over the year.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

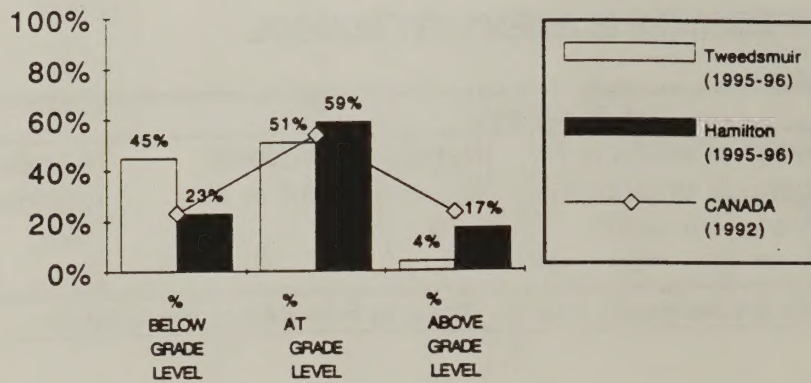


Grade 6: CAT/2 Summary

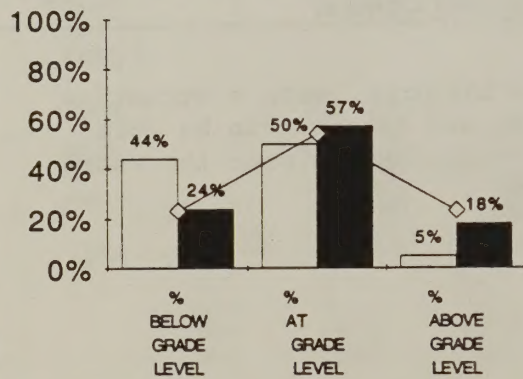
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Tweedsmuir (1995-96)	45%	48%	5%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Tweedsmuir (1994-95)	60%	40%	0%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

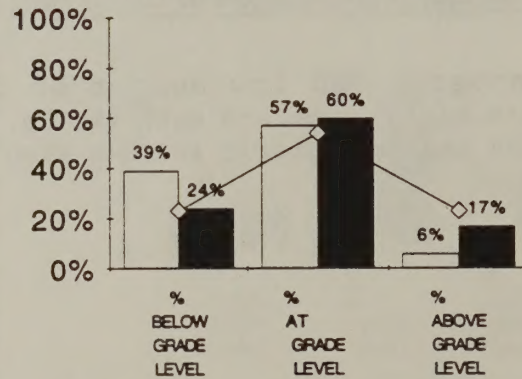
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Our present plan is showing signs of success. No changes or future plans will be made until budget and staffing allocations are completed.

1996 04 04

Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

VERN AMES ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 51	Number of students for whom part or all of the test was not valid: 2	Number of students absent for part or all of the test: 11	Number of students completing entire test: 38
--	---	--	--

General Comments on Students and the Testing Process in the School

Because Vern Ames is an open concept school, the tests were administered for the most part in one of Lawfield's portables to limit distractions and interruptions. The tests were administered by the classroom teacher. During the test month 1 student moved in and 1 student moved out. Absences were a very significant problem and 11 children were unable to complete the tests. Even though the grade 3 classes included 4 ESL students and 1 learning disabled student only 2 students were excluded with the pretest.

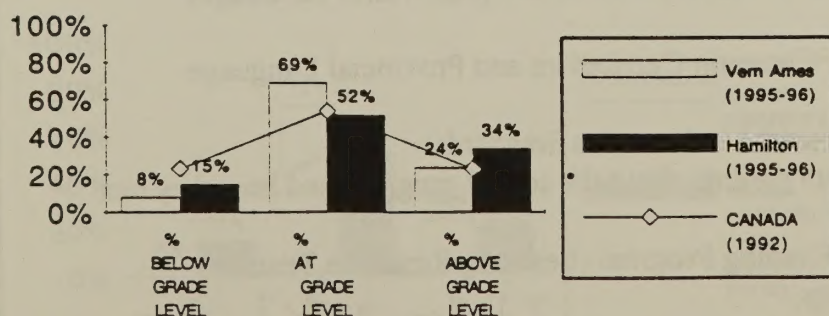
School Interpretation of CAT/2 Results in the School Context

Vern Ames has an ESL component which is approximately 10% of the school population. The school population is relatively stable with only a 9% mobility rate per year. The Vern Ames population comes from two distinct areas. 55% of the children walk to school and live in the immediate neighbourhood. These children come from owned or rented single family homes. The remaining 45% are bussed from an area south of Rymal Road between Miles Rd. and Trinity Church Rd. and another area east of the CNR tracks south of Limeridge RD. E. The bussed children live in a variety of new housing subdivisions ranging from rental townhouse complexes to large single family homes. The PTS and another group of parents are active in Vern Ames School life.

IN OUR SCHOOL THIS YEAR 78% OF OUR GRADE 3 STUDENTS SCORED AT AND ABOVE GRADE LEVEL ON THE CAT/2 TOTAL SCORE READING/ LANGUAGE/ MATHEMATICS.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

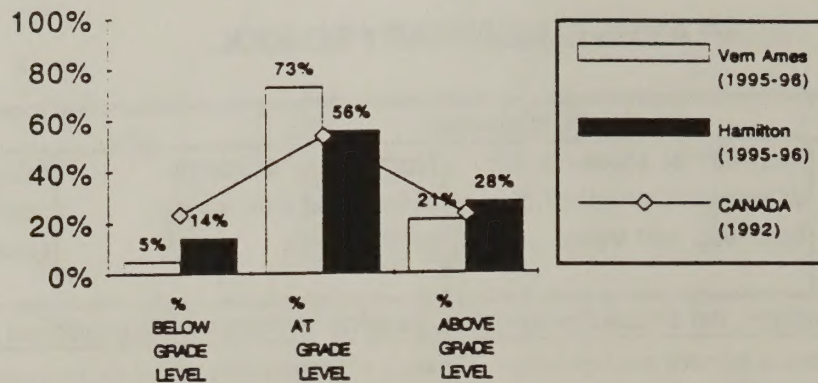


Grade 3: CAT/2 Summary

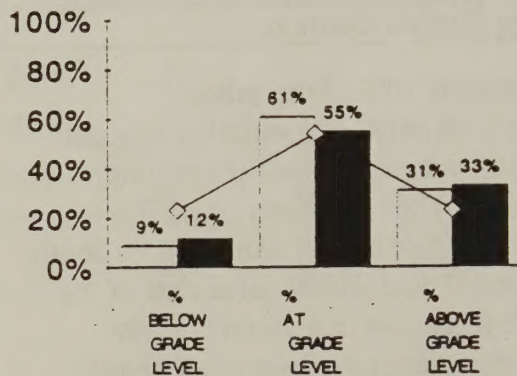
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Vern Ames (1995-96)	8%	69%	24%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Vern Ames (1994-95)	33%	48%	19%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

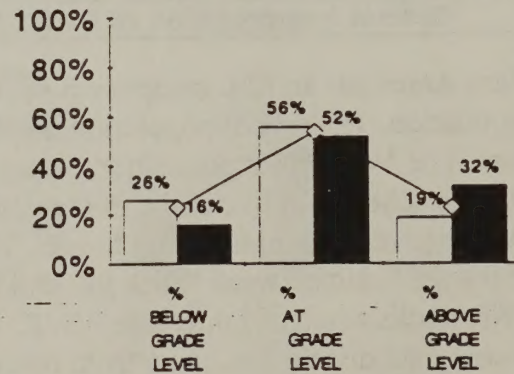
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT/2 results were addressed in 95/96 school plan by:

- implementation plan for Common Curriculum, Provincial Language Standards
- monthly Team Meetings
- Parents' Curriculum Night
- purchase of Open Court reading program for Learning Resource Teacher
- Home and School communication (classroom and school newsletters)

This year's Cat/2 results will be addressed in 96/97 school plan within the budget constraints by:

- continuing implementation of Common Curriculum and Provincial Language Standards
- implementation plan for Provincial Mathematics Standards
- continuing communication with parents about the school program and how they can help at home
- expansion of the Open Court Reading Program (Learning Resource Teacher)
- continuing with Team Meetings.

Cecil 96
Date

[Signature]
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

VISCOUNT MONTGOMERY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
29	2	2	25

General Comments on Students and the Testing Process in the School

The CAT/2 was coordinated and administered by the Principal. Inservice needs were met through H.P.A. inservice sessions and Program Research: Inservice 1995 - 96. At Viscount Montgomery School all students, including those with known problems and already receiving remediation, were tested.

School Interpretation of CAT/2 Results in the School Context

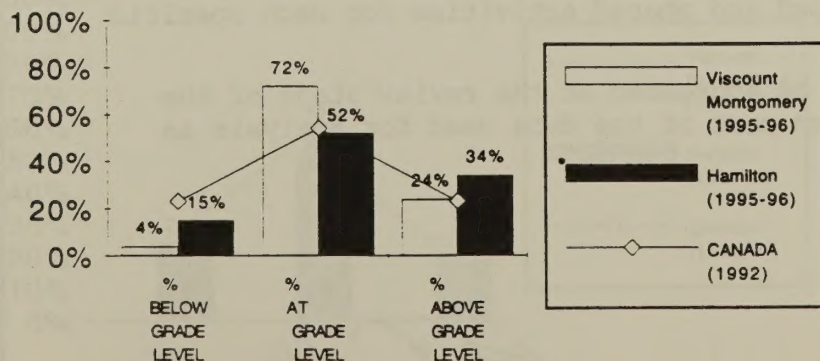
The Viscount Montgomery School community is a mix of single family homes and apartment buildings. While our students do not need an ESL program, in a significant number of homes a language other than English is also used. The community as well would be predominately "blue-collar", and in the most recent census, slightly above average unemployment rate.

In our school this year, 96% of our Grade 3 students scored at and above grade level on the CAT/2 Total Score. Reading and Mathematics subtests indicate 100% of our students scored at and above grade level.

Overall results are very strong, however, subtests indicate that Language Expression should continue to remain an area of focus.

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

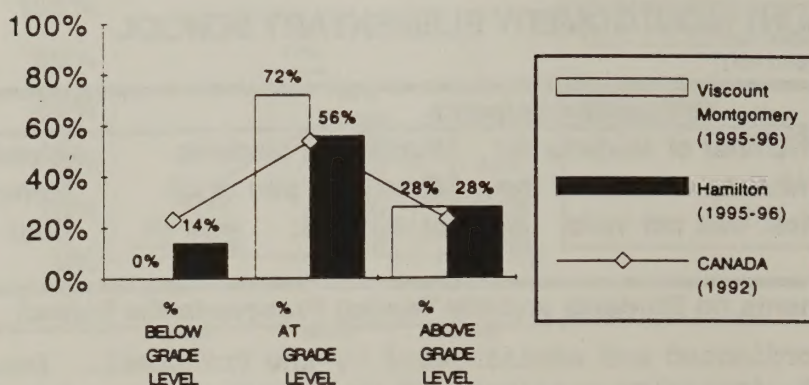


Grade 3: CAT/2 Summary

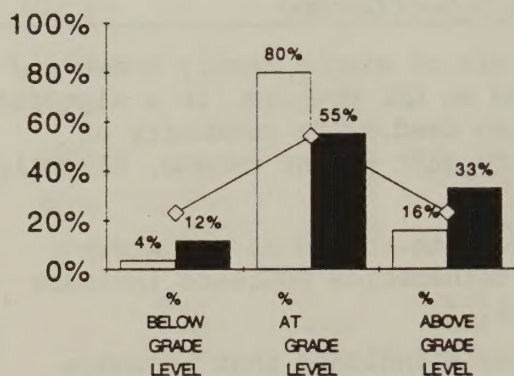
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Viscount Montgomery (1995-96)	4%	72%	24%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Viscount Montgomery (1994-95)	40%	48%	12%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

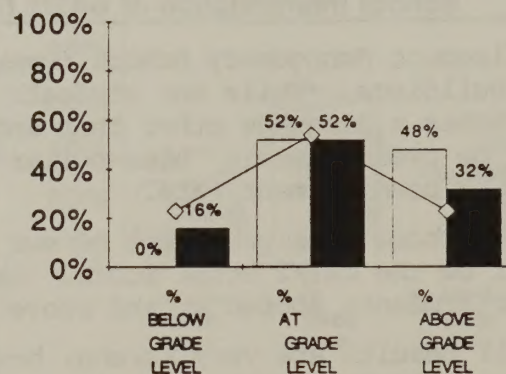
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

Last year's CAT/2 results were addressed in our 1995-96 school plan by developing specific Action Plans for Language and Mathematics.

In Language we implemented a Writing Model - a variation of which was used in the Primary Grades. As well, Learning Outcomes have been used for planning, tracking and evaluating. We continued to support the development of Spelling and Reading through the purchase of a new Primary Program.

In Math we chose to focus on the Number Sense and Numeration strand of the Common Curriculum. Teachers developed and shared activities for each specific Learning Outcome.

This year's CAT/2 results will be addressed at the review stage of the 1995-96 Action Plans. They will form part of the data used for analysis as new Action Plans are generated.

March 29/96.
Date

B. Castle
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

VISCOUNT MONTGOMERY ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
56	2	0	55

General Comments on Students and the Testing Process in the School

The CAT/2 was coordinated and administered by the Principal. Inservice needs were met through H.P.A. inservice sessions and Program Research: Inservice 1995-96. At Viscount Montgomery School all students, including those with known problems and already receiving remediation, were tested.

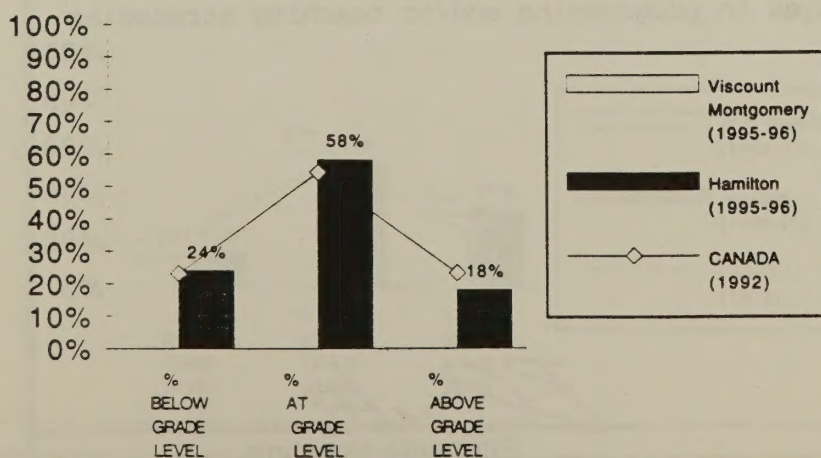
School Interpretation of CAT/2 Results in the School Context

The Viscount Montgomery School community is a mix of single family homes and apartment buildings. While our students do not need an ESL program, in a significant number of homes, a language other than English, is also used. The community as well would be predominately "blue-collar", and in the most recent census, slightly above average unemployment rate.

In our school, the mathematics scores were stronger than the reading and language scores. In mathematics, 83% of the students scored at or above grade level. The reading and language scores showed 76% scoring at or above grade level. Subtests show with the reading scores, that comprehension scores were significantly better than reading vocabulary scores.

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

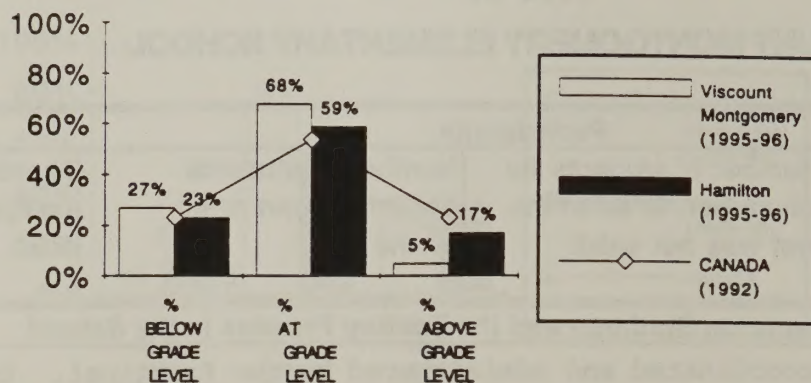


Grade 6: CAT/2 Summary

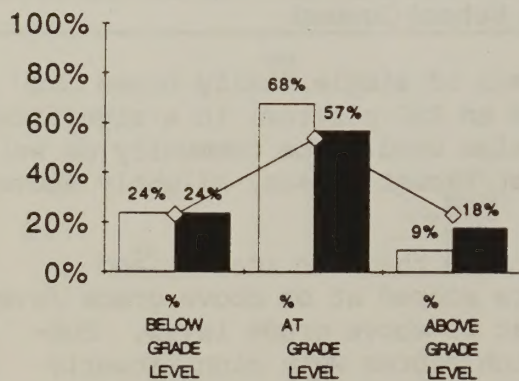
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Viscount Montgomery (1995-96)			
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
Viscount Montgomery (1994-95)	44%	52%	6%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

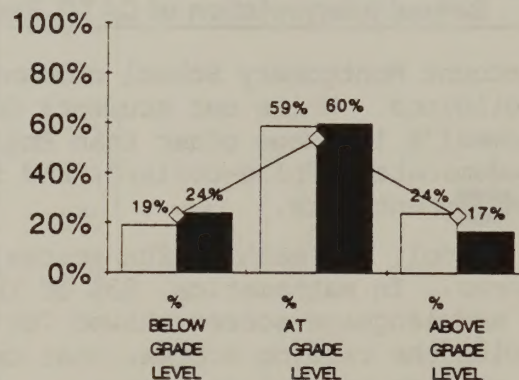
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

During our year end review, the staff at Viscount Montgomery School will be reviewing the C.A.T. scores with a view to developing a plan which will include:

- a) a celebration of the positive aspects of the results i.e. improved overall scores
- b) an analysis of the "Below Average" scores
- c) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in b).
- d) communication of the action plan

March 27/96

Date

B. Castle

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

W. H. BALLARD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3: 48	Number of students for whom part or all of the test was not valid: 10	Number of students absent for part or all of the test: 5	Number of students completing entire test: 39
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General Comments on Students and the Testing Process in the School

- * testing co-ordinated by LRT, administered by classroom teachers
- * staff attended system in-service, address questions to LRT, admin., C. Kidd
- * Gr. 3 population is composed of 0 ESL, 1 Exceptional (Physical/Orthopedic), 0 French Immersion
- * 3 students were recommended for further testing (Gifted)
- * 1 student receiving regular support from LRT / Co-op students, volunteers
- * 3 students have been to DART team for academic concerns

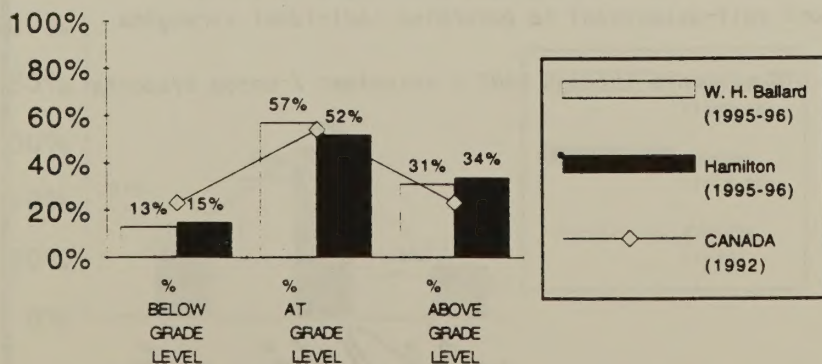
School Interpretation of CAT/2 Results in the School Context

- * with very few exceptions, English is the first language
- * J.K. - Gr. 8 school - 755 students - largest elementary in the city
- * area hard hit by recession - unemployment - higher incidence of single parent families - community in transition
- * 3 taxis transport exceptional pupils from out of area, no buses
- * co-op students, parental involvement through Home & School, Safe Schools Committee, volunteers for program and playground safety
- * stable school population
- * Gr. 3 scores indicate Reading scores to be our strongest, with Language scores second, followed by Mathematics scores third.

" In our school this year, 88% of our Grade 3 students scored AT and ABOVE grade level on the CAT/2 Total Score / Reading / Language / Mathematics compared to 86% across Hamilton and 87% nationally."

Grade 3: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

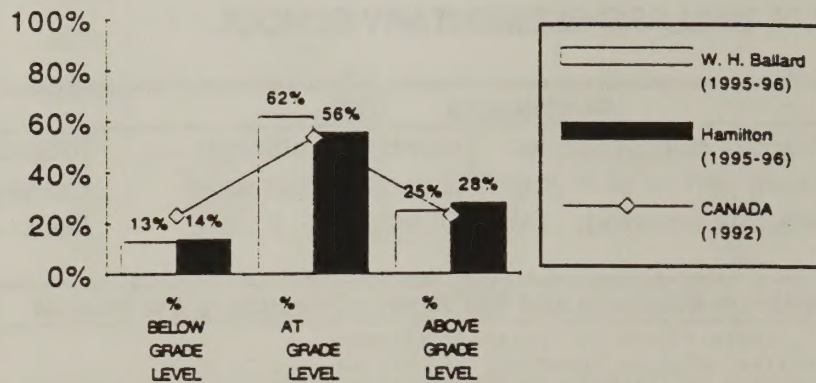


Grade 3: CAT/2 Summary

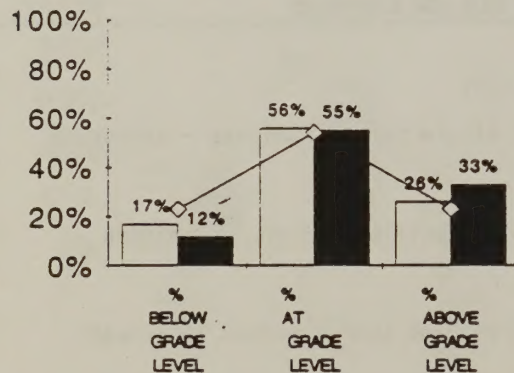
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
W. H. Ballard (1995-96)	13%	57%	31%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
W. H. Ballard (1994-95)	11%	75%	14%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

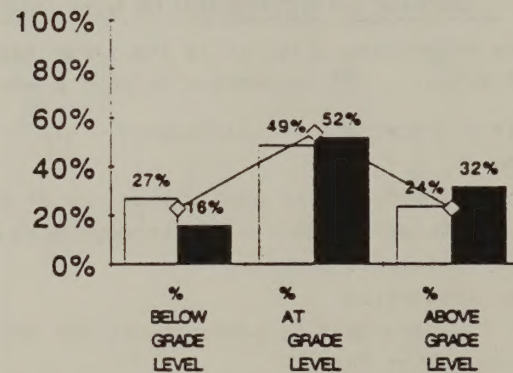
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

- * 1994-95 CAT/2 results were addressed through a continued focus on literacy (reading, writing, spelling) and numeracy
- * 1995-96 CAT/2 results will be addressed through Common Curriculum School Plan Initiatives
- * Sept. 96 full implementation of Mathematics learning outcomes Gr 1-8 including awareness of strands, Provincial Standards and support materials available e.g. NCTM resources, manipulatives, etc.
- * 1996-97 area of focus as outlined in school plan: assessment, evaluation & reporting strategies will form basis for in-service
- * Sept. 96 full implementation of Language learning outcomes Gr. 1-8 as well as continued emphasis on H.B.E. language documents: Growing Into Language; Celebrating Language; Spelling Sense, etc.
- * teacher & parent observation as well as student self-assessment to determine individual strengths and needs
- * continue support for exceptional / at-risk / ATG students through DART / volunteer / co-op students / resource / learning center model

96/04/02
Date

S. Nolan
Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE SIX

1995-96

W. H. BALLARD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 6: 122	Number of students for whom part or all of the test was not valid: 15	Number of students absent for part or all of the test: 1	Number of students completing entire test: 116
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General Comments on Students and the Testing Process in the School

- * testing co-ordinated by LRT, administered by Gr. 6 core teachers
- * staff rep. attended system In-service, shared with whole staff on P.A. Day, staff address questions to LRT, admin., C. Kidd
- * Gr. 6 population is composed of 0 ESL, 8 Exceptional (SLD), 8 Exceptional (Speech & Language), 0 French Immersion, 9 Exceptional (Gifted) and 1 Exceptional (GLD)
- * 22% of Gr.6 students receive regular support from LRT/co-op students/volunteers/MS Learning Centre
- * 10% of Gr. 6 students have been to DART team for academic concerns

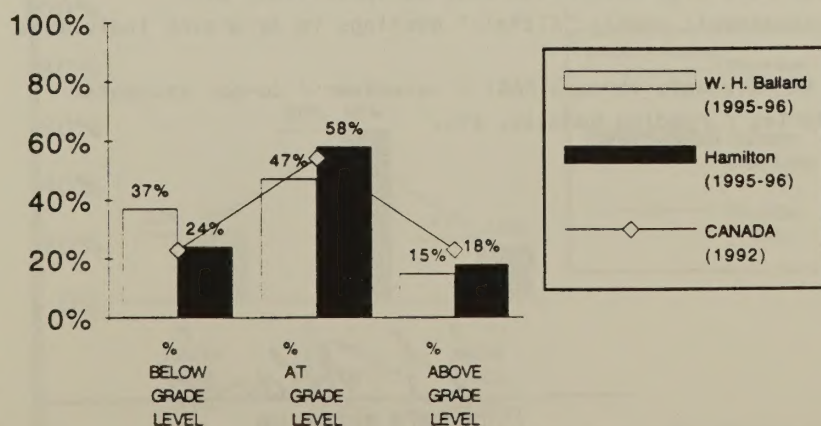
School Interpretation of CAT/2 Results in the School Context

- * with very few exceptions, English is the first language
- * J.K. - Gr.8 school - 755 students - largest elementary in the city
- * area hard hit by recession - unemployment - higher incidence of single parent families - community in transition
- * Gr. 6 population is approx. 50% from feeder schools of which 3 are deemed compensatory ed. schools
- * 3 taxis transport exceptional students (SLD, S & L, Gifted) from out of area, no buses
- * stable school population
- * Gr. 6 scores indicate Reading scores to be our strongest, with Mathematics scores second, followed by Language scores third.

"In our school this year, 62% of our Grade 6 students scored AT and ABOVE grade level on the CAT/2 Total Score / Reading / Language / Mathematics compared to 76% across Hamilton and 77% nationally."

Grade 6: CAT/2 Results, 1995-96

CAT/2 TOTAL SCORE

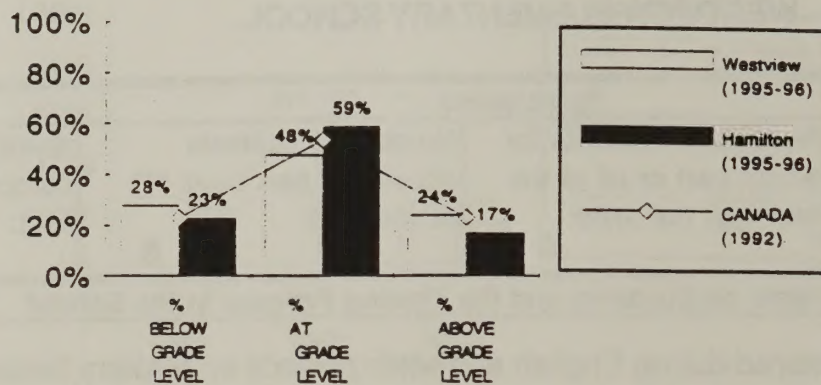


Grade 6: CAT/2 Summary

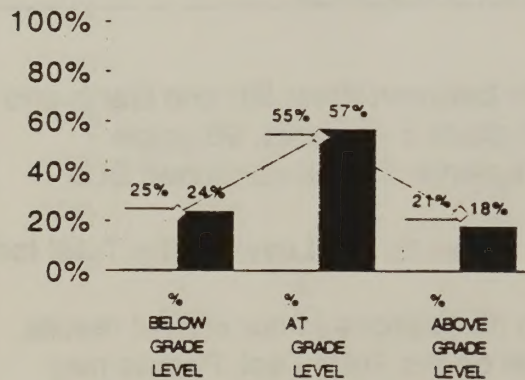
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
W. H. Ballard (1995-96)	37%	47%	15%
Hamilton (1995-96)	24%	58%	18%
CANADA (1992)	23%	54%	23%
W. H. Ballard (1994-95)	39%	44%	17%
Hamilton (1994-95)	31%	54%	14%

Grade 6: CAT/2 Results, 1995-96 (continued)

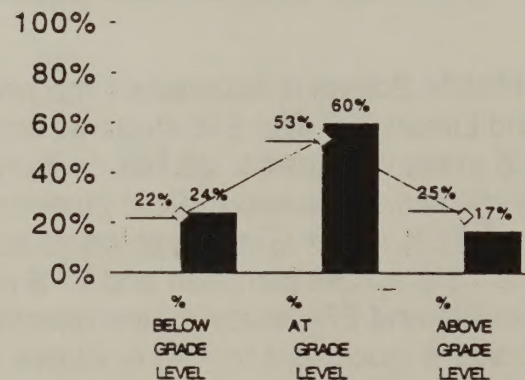
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

The CAT/2 results were reviewed by the staff and analysed as to areas requiring additional focus. The school purchased several copies of the resource document, "CAT/2 Class Management Guide Instructional Activities". This document offers programming activities and suggestions for each segment of the CAT/2 test. The staff use the resource to address identified areas of weaknesses for each class in both large and small groups. The Resource support to classroom programme is driven by the identified needs. The LRT will work on identified skills with individuals and small groups to strengthen the skills. Computers were purchased for each English classroom to provide word processing and spell check as well as grammar and math exercises and drills. Through the review of the CAT/2 results the staff identified a general weakness in the writing skills of our grade 6 students. As a result they have decided to have a school-wide push in the spring to focus in on writing skills and process by working towards a school-based Young Authors concept.

1996 04 03

Date

Principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE THREE

1995-96

WESTWOOD ELEMENTARY SCHOOL

Participants

Number of students enrolled in Grade 3:	Number of students for whom part or all of the test was not valid:	Number of students absent for part or all of the test:	Number of students completing entire test:
42	7	2	33

General Comments on Students and the Testing Process in the School

The two grade three teachers administered the CAT/2 test to their own students in their own classroom. The Grade 3 teachers and the principal co-ordinated the CAT/2 testing. There were no significant interventions that invalidated the results.

School Interpretation of CAT/2 Results in the School Context

Westwood School has an enrolment of about 420 students who are in Junior Kindergarten through to Grade 5, with three Special Education Classes (namely, Gifted Grades 4/5, and two Autistic Classes). During the past five years, the following changes have been noted: (1) increased unemployment among the parents, (2) increased mobility of families moving from one school community to another, (3) increased number of students living in attached homes, townhouses and apartments, (4) increased number of students living in subsidized housing, (5) increased the number of students coming from single-parent homes and (6) increased number of E.S.L. students.

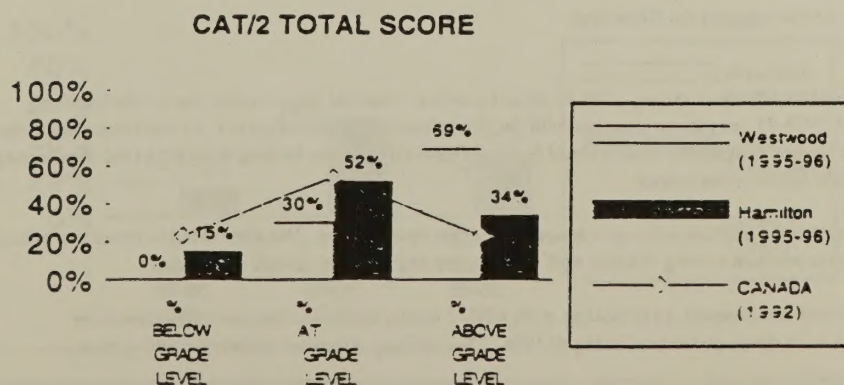
Notwithstanding the above information, the Westwood students possess a diverse range of academic, cultural and socio-economic backgrounds. The parents are very supportive and are continuing to stay very involved in many aspects of school life. There is a very significant adult volunteer program at Westwood. The Parents' Group co-ordinates ongoing fundraising and special information meetings for parents.

Westwood Staff are very pleased with the results.

In Reading, 100% of the students scored	At or Above Grade Level
In Language, 100% of the students scored	At or Above Grade Level
In Mathematics, 100% of the students scored	At or Above Grade Level
In the Total Battery, 100% of the students scored	At or Above Grade Level

The achievement is a combination of the students' abilities, staff planning, implementation and evaluation of regular, remedial and enrichment programs offered within the school.

Grade 3: CAT/2 Results, 1995-96

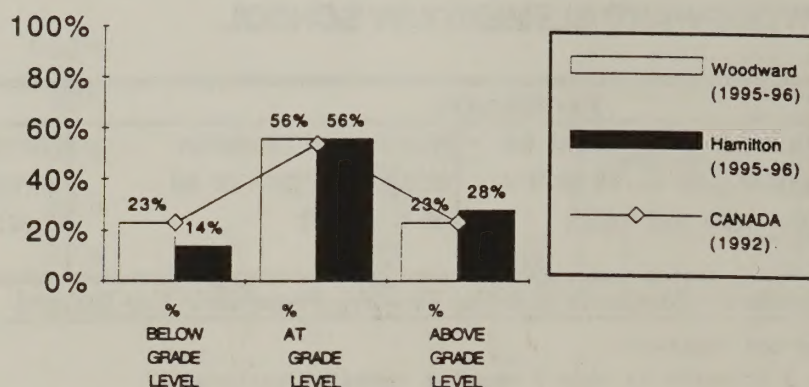


Grade 3: CAT/2 Summary

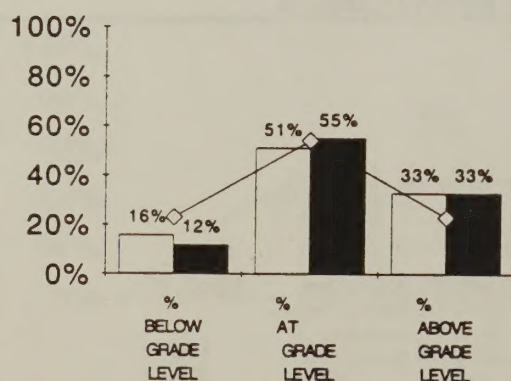
CAT/2 TOTAL SCORE	% BELOW GRADE LEVEL	% AT GRADE LEVEL	% ABOVE GRADE LEVEL
Westwood (1995-96)	0%	30%	69%
Hamilton (1995-96)	15%	52%	34%
CANADA (1992)	23%	54%	23%
Westwood (1994-95)	29%	60%	11%
Hamilton (1994-95)	22%	53%	24%

Grade 3: CAT/2 Results, 1995-96 (continued)

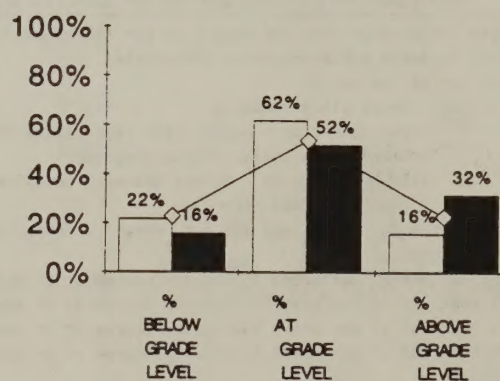
CAT/2 READING



CAT/2 LANGUAGE



CAT/2 MATHEMATICS



School Progress and Planning Report

A) Having reviewed and discussed last year's results, the staff revised the school plan in relation to math & language by means of a needs assessment based on the Common Curriculum Provincial Standards. The focus was on writing/spelling skills and math computational skills. The grade 3 outcomes in the new document was used as the basis for direction, incorporating new tracking sheets as they were developed.

B) PROCESS 1996

- * Staff awareness and discussion of CAT/2 results.
- * Review and revise the school plan with continued emphasis on mathematics - computational skills and problem solving - and a renewed focus on reading. A balance between dealing with words in context and with word recognition is required.
- * Implement new Primary/Junior mathematics and language curriculum.
- * Implementation of divisional planning in the mathematics and reading program, using the grade 3 outcomes as the basis for direction.
- * Use of performance assessment strategies for reading and mathematics as identified in Provincial Standards.
- * Ongoing progress reports by means of newsletters and parent information meetings.

April 2/96
Date

A. Kuenc
Principal's signature

URBAN MUNICIPAL
CA4 ON HBL W26
A38
1996

URBAN MUNICIPAL

SEP 10 1996

GOVERNMENT DOCUMENTS

AGENDA
PROGRAM COMMITTEE
1996 09 05

Confirmation of the minutes of the regular meeting of 1996 06 06.

GENERAL

NEW BUSINESS:

1. Verbal Report re the Letter from the Ontario Association for Counselling and Attendance Services regarding Habitual Absence Legislation [referred at the 1996 06 20 Board]

Page 1 to 12

Steve McCann
Chair
c/o The Whitworth Court
Board of Education
10 McEwen Ave.
Dundas, Ontario
L7H 4H5
tel. (905) 512-5684

Alma Christensen
O.A.C.A.S. President
c/o Bruce County Board of Education
400 Main St.
COLLINGWOOD, Ontario
L9Y 2R7
ph. (705) 445-1950



PAGE 1

Ontario Association for Counselling
and Attendance Services
OFFICE OF THE

Referred to the Superintendent of Program at
1996 06 20 Board

April 19, 1996

MAY 14 1996

Dear Secretary of the Board of Education:

DIRECTOR OF EDUCATION

As Ontario adapts and adjusts in reaction to reductions of government funding combined with an ever increasing demand for services, boards of education continue in their attempt to provide quality education programs for students in Ontario. While government is capable of reducing funding to meet financial targets, they have been incredibly inept in providing boards the necessary "tools" to deal with a variety of important issues. Of particular concern has been the government's inability to deal effectively with legislative problems pertaining to habitual absenteeism. For the past 12 years, government has not amended sections of the Education Act that pertain to habitual absence. Students of compulsory school age are expected, by law, to be involved in an education program until age 16. School boards are expected to enforce compulsory schooling laws and respond appropriately to students who are habitually absent from school programs. But the Education Act is unclear and inadequate when it comes to dealing effectively with students who are not involved with school programs.

The Ontario Association for Counselling and Attendance Services (OACAS) is a provincial organization which represents school attendance counsellors throughout Ontario. For the past several years, the association has been lobbying the different provincial governments to amend the Education Act. Legislative changes are required in order to better meet the needs of young people who are habitually absent from school.

Enclosed is a document "Habitual Absence Legislation: Issues and proposed changes". The document serves to provide an overview of the habitual absence issue and offers solutions in the form of legislative amendments. Copies of the document have been submitted to the Ministry of Education and Training and to Mr. Snobellen, the Minister of Education and Training. Toni Skarica, MPP for Wentworth North and parliamentary assistant to Mr. Snobellen has reviewed the enclosed document and supports the need for amendments to the Education Act. Mr. Skarica is supportive of the enclosed amendments being proposed by OACAS.

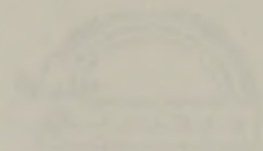
The purpose of sending this package to your board is to inform you of the problems associated in dealing with habitually absent youth and to request your assistance in asking the government to address this longstanding problem. Discussions with your area MPP, informing teachers and parent groups within your region about this issue, and letter or telephone contact with the Minister of Education and Training would serve to highlight this important issue.

The school attendance counsellor within your board can provide further information or if you would like to discuss the issue further please contact us.

Sincerely:

Steve McCann
Chair
c/o The Wentworth County
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UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

OFFICE OF THE ASSISTANT SECRETARY
FOR LAND MANAGEMENT

WASH. D.C. 20240

DATE: 10/10/80

TO: DIRECTOR, BLM

FROM: [illegible]
SUBJECT: [illegible]
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HABITUAL ABSENCE LEGISLATION

ISSUES AND

PROPOSED CHANGES

Prepared by:

**THE ONTARIO ASSOCIATION FOR COUNSELLING
AND ATTENDANCE SERVICES
(O.A.C.A.S.)**

JANUARY, 1996

1. INTRODUCTION

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AND DISPUTES
(G.A. 62/1)

ANNEX, 1994

OVERVIEW

This brief provides an overview of relevant issues and difficulties dealing with habitual absent youth in Ontario. Many of the problems that presently exist are a result of outdated and confusing legislation. This paper offers possible alternatives to existing legislation. A rationale for the alternatives is also presented.

The Ontario Association for Counselling and Attendance Services (O.A.C.A.S.) is a provincial organization which represents counsellors working in the area of school attendance counselling. The purpose of the Association, which was founded in 1954, is to encourage attendance counselling services throughout Ontario. These services are designed to assist school staff, parents and students in the area of school attendance. The Association and its members work co-operatively with community agencies/organizations for the betterment of students and families. Attendance counsellors in Ontario work with thousands of parents and students each year.

As outlined in the Education Act, Subsection 25(1), every board shall appoint one or more attendance counsellor(s) for the purpose of enforcing Ontario's compulsory school attendance legislation. As well as working with students who are continually absent from school, attendance counsellors are also actively involved in trying to 'prevent' truant behaviour. Early identification of youngsters experiencing attendance problems, counselling and involvement in alternative education and student retention programs have proven to be effective interventions.

As school attendance counsellors, we believe that young people require and are entitled to quality educational programs. The attainment of academic, technological and social skills are mandatory if young people are to become competent, contributing members of society. Schools are responsible for providing young people with an opportunity to attain and develop these skills. In today's challenging and competitive economic climate, people without adequate education are often disadvantaged and unable to compete in the job market. Regular attendance and consistent involvement in a school program is an important part of academic success.

HABITUAL ABSENCE BEHAVIOUR: CONSEQUENCES

Students who are continually absent are less likely to succeed at school. Studies indicate that without adequate education, people are at greater risk to be dependent on state assistance and experience a greater number of emotional and social problems.

Habitual absence behaviour results in both short term and long term consequences. Students who are habitually absent from school experience more academic failure. As students continue to be absent, their academic frustration and sense of hopelessness increases, which often encourages further absenteeism. Longitudinal studies on the adult outcomes of habitual absence paint an unsettling picture. Farrington found significantly higher incidence of antisocial tendencies, low job status and an unstable job record among adults who had been habitually absent as children (Farrington 1980). Another study found that habitual absence was one of the childhood symptoms that most reliably predicted an elevated rate of antisocial personality and alcoholism as an adult (Robins 1966). Robins and Ratcliff found that habitual absence in secondary school was associated with a much higher incidence

of alcoholism, marital problems, criminality, job problems, regular illicit drug use, irresponsibility as a parent, and family violence. In the case of family violence, males who were habitually absent in secondary school were 9 times more likely to be assaultive to their wives or children in comparison to the normal population (Robins and Ratcliff 1980).

In 1990, researchers from the London Family Court Clinic, London, Ontario reviewed data collected from a study of 110 young people, between the ages of 12 and 16 years who had been found guilty of habitual absence under the Education Act. The study examined the young person's school, personal and family adjustment. The research, "Putting a Face on Truancy: Understanding the Needs of School Avoidant Youth". (Leschied and Schnitter, 1990) found that truant students are not 'carefree, Huck Finn' kinds of people just taking a day off from school'. There are often significant problems underlying the disorder of habitual absent behaviour and severe consequences (i.e. unemployability, welfare dependency, chronic emotional and behaviour problems). Young people who are consistently absent from a school program often have significant familial, personal and social problems. The research also indicates that habitually absent students are at greater risk to experience problems as adults. They are at greater risk to be unemployed as adults, welfare dependent, and experiencing chronic emotional and behavioural problems. (Leschied & Schnitter, 1990).

Truancy is often 'explained' as being a result of school failure, or the result of learning disabilities, or that schools are uninviting and unconcerned with students. In fact, the Leschied & Schnitter study found that 55% of truant youths were achieving academically at school. This finding is supported by other studies. It seems the problems many truant youngsters experience are not primarily a result of school issues or academic failure but rather, problems within their 'families of origin and in their personal adjustment'. A student's 'low self-esteem and self-confidence leads to behaviour problems, drug and alcohol use, truancy, or pregnancy'. (Social Development Overview. Fall, 1991).

Rather than understanding habitual absence as a behaviour that should be 'punished', today's attendance counsellors understand truant behaviour as a symptom of other problems the young person/family may be experiencing. The social/emotional issues that often contribute to school non-attendance are often resolved through co-operative relations between parents, school, student and community resources. However, in some situations, young people and their families are unwilling to seek solutions to the problems of non attendance.

EDUCATION ACT: HABITUAL ABSENCE LEGISLATION CONFUSION

Consistent implementation and enforcement of compulsory school attendance law does not exist in Ontario. Interpretation and understanding of current laws varies between communities.

In an effort to effectively support youth who are habitually absent from school, 'systems' designed to deal with young people and their families must come to understand truancy as a community problem. Too often, child welfare workers dismiss truancy as a "school problem" and many judges refuse to hear truancy cases in their courts. For several years, legislation pertaining to habitual absence in the Education Act, legislation that should enable

school attendance counsellors to enforce compulsory attendance laws and offer assistance to habitually absent students, has been unclear and confusing. At the present time, habitual absence legislation is confusing, often misunderstood and interpreted in a variety of ways. Judges in many communities are refusing to allow cases of habitual absence into their courtrooms. Other judges interpret the Education Act, particularly Section 30 (5) in different ways. Still others are basing their findings on a variety of previous decisions. The legal inconsistency and confusion was further compounded by a recent court ruling in Waterloo County (August, 1994). The Honourable Mr. Justice Salhany overturned a habitual absence conviction because he believed the trial judge 'erred in holding that she had jurisdiction to impose a term of probation under section 72 of the Provincial Offences Act. In several Ontario communities, compulsory school attendance laws are not being enforced.

Society supports the philosophical intent and purpose of having compulsory school attendance laws. Most parents would be surprised to learn that government is not actively supporting a process to clarify existing compulsory attendance legislation. Current legislation is unclear, confusing and frequently misinterpreted. Consistent implementation of compulsory school attendance law does not exist in Ontario today. It is OACAS's contention that amendments to the Education Act, could allow communities to deal more effectively with young people who are habitually absent from school. Providing judges with clear, consistent means of responding to cases of habitual absence would promote greater consistency and clarity. Such clarity will only occur with revisions to the existing Act.

COURT: USES AND QUESTIONS

Court intervention, when used appropriately, is an important and effective means of responding to problems of habitually absent youth.

Prior to using court as an intervention, boards of education must make every effort to accommodate a young person's learning needs. Educational systems have an obligation and responsibility to provide a spectrum of services for young people. Not every student should be expected to "fit" in a regular school program. Alternative education programs have provided an effective alternative to 'regular' school programs. A school system that is unable or unwilling to make an effort to satisfy the academic needs of a student should not view the legal process (i.e. charging students/families who fail to attend school) as an instant solution to the problem of habitual absence. It is only after a board has exhausted all avenues and the young person persistently refuses to become involved in an educational program should the court process be considered.

In the past, the use of court has been a contentious and controversial issue for different interest groups. The following questions are often asked:

- a) In using the court process, are we "criminalizing" the youth?

Strictly speaking, a youth of compulsory school age who is not attending school is breaking the law. But as stated above, court intervention is part of the problem solving process to address the educational, social and emotional needs of the student.

- b) Is the use of court an appropriate intervention in dealing with habitually absent youth?

Ontario has compulsory school attendance laws. Without the appropriate mechanisms to support and enforce the law, the law becomes ineffective. In many Ontario communities where judges are refusing to allow habitual absence cases into court, young people in those communities are discovering that there is no "bottom line" regarding their absenteeism from school. This lack of community response only serves to encourage habitual absent behaviour. If the courts are not an appropriate forum to assist in resolving such cases, there may be a need for expanding the mandate of child protection services. This may be very appropriate given the needs and problems of habitually absent youth as demonstrated in the literature.

- c) What are the financial costs of charging a youth with habitual absence?

Obviously, when a young person is involved in the legal system, there are financial costs. However, the literature indicates that habitual absence is an important indicator and predictor of future difficulties including, unemployability, welfare dependency, and substance misuse. These difficulties will demand significant monies and intervention. Secondly, when one considers that in 1992 Ontario had 1.1 million students of compulsory school age and only 439 students went to court because of habitual absence, the dollars required for court intervention with habitually absent youth compared to the total number of compulsory school age students seems minimal.

- d) Is court intervention an effective intervention?

In 1993, one hundred and forty three boards of education in the province of Ontario (83% of Ontario school boards) participated in a "Use of Court Survey" conducted by the Provincial School Attendance Counsellor, Gary Diamond.

As of September 1992, 1,139,516 children of compulsory school age resided in Ontario. Of those compulsory school aged youth, 18,227 children were referred to the local school attendance counsellor for non-attendance. Of those students referred for non-attendance, ONLY 439 students and 42 parents were taken to court because of habitual absence behaviour. Of the remaining children who were involved with school attendance counsellors, a variety of other interventions (including counselling, alternative programs etc.) were effectively used which prevented the use of court.

USE OF COURT SURVEY 1993

The findings contained within the court survey indicate that court is used as a last resort. A small number of compulsory school age students are taken to court. Court intervention is effective with this difficult group of young people.

Too often, critics believe that court intervention is the immediate response to student absenteeism. The "Use of Court Survey 1993" clearly indicates that only a very small number of students referred for non attendance were actually taken to court. The vast majority of non attendance cases were resolved through the use of Attendance Review Committees, alternative education programs, Supervised Alternative Learning for Excused Pupils (SALEP) programs, counselling and community resources.

As indicated above, truancy is often a symptom of underlying dysfunction and it has been our experience that as support (money, personnel, programs) is provided for these young people, the problems causing truant behaviour can be resolved. Schools and school boards have an obligation to work co-operatively with students, families and community organizations. The purpose of the school system is to prepare young people for their place in the society. Students in different communities may have different needs and the spectrum of services/programs being offered by Boards of Education must reflect those varying needs. Boards must be encouraged to be creative and innovative with program development. Boards should be making use of grants and funding opportunities (i.e. Stay in School Funds (Federal), Violence prevention Funds and Section 27 classrooms (Provincial)).

Occasionally, in spite of board and community efforts, a number of youth who are of compulsory school age continue to be truant from school. While recognizing that the number of non attending children (439) who actually went to court during the 92/93 school year comprise a small percentage of those referred to a school attendance counsellors, this group of young people, according the Leschied & Schnitter study are most at risk and in need of intervention.

Of the 439 youth who were charged with being habitually absent from school during the 92/93 school year, 294 (67%) were placed on probation, 29 (7%) had charges dismissed, 3 (1%) were fined and 113 (25%) were dealt with in "other ways"(ie. suspending sentence). Only 90 students or (20.5%) of those students charged with being habitually absent from school were brought back to court on a breach of probation charge. This means, of those students charged with being habitually absent from school, approximately 80% did not return to court. One can assume that the youth who did not breach probation complied with the court orders.

Given these statistics, it would appear that court intervention was effective and most of the youth complied with the directions provided by the court.

Given what we have learned about non-attending students and the effectiveness of the court process as an intervention, it is apparent that changes to existing legislation must occur if schools and communities are to serve these young people more effectively.

PROPOSED AMENDMENTS TO THE EDUCATION ACT

OACAS proposes two different options to address the legislative problems pertaining to habitual absence. Both options involve amending the Education Act.

The proposed changes deal specifically Section 30(5) and OACAS believes the proposed amendments should be written into the Education Act. Neither option addresses the issue of parental liability (Section 30(1)) or employer responsibility (Section 30 (3)(4)). Those sections of the Education Act addressing parental and employer responsibility require amending but should be reviewed at a future meeting.

It should be noted that many of the amendments being proposed in this paper are consistent with recommendations proposed in a Ministry of Education Discussion Paper: Policy Directions for Compulsory Attendance Legislation (1985/86)

OPTION A**Proposed Amendments to Section 30 (5) of The Education Act**

30 (5) a. Habitually Absent from School- In the event that a child is habitually absent from school, each Board of Education must convene an Attendance Review Committee (ARC) to review the student's school history and performance, review the interventions and strategies conducted by Board, examine the family and community's involvement to resolve the school attendance problems and make recommendations. This committee review must precede the court process.

The Attendance Review Committee is a formal meeting called and chaired by the appropriate supervisory officer, at the request of a school attendance counsellor, when all of the available resources within the school board and the community have been exhausted and found unsuccessful in achieving a resolution for a severe case of a pupils's refusal to be involved in a school program. Other committee members should include community agency personnel who may be involved with the family/ youth and other interested community professionals. The student and parent(s) will be in attendance at the meeting. At the conclusion of the review, a list of recommendations and suggestions shall be developed. A subsequent meeting shall be convened to review the child's progress.

In the event the child does not comply with the committee's recommendations, the attendance counsellor may decide that court intervention is appropriate. If the decision is made to proceed to court, the Provincial School Attendance Counsellor must be notified of the action.

- b) A child who is required by law to attend school, who is between 12 and 15 years of age and who refuses to attend or who is habitually absent from an appropriate educational program is guilty of an offence.

Prior to sentencing the court may order a pre-disposition assessment. The assessment could be performed by the local child welfare agency if the court is concerned that the child may be in 'need of protection'. The assessment could also be performed by a children's mental health agency. The person performing the assessment must report back to the court within 30 days.

A youth who is guilty of being habitually absent is subject to any or/all of the following provisions and dispositions:

- (a) order the young person to pay a fine not exceeding \$500.00.
- (b) suspend the passing of sentence and direct that the young person comply with conditions prescribed in a probation order. The term of probation shall not exceed one year. The court may assign the supervision of the probation order to the school attendance counsellor.
- (c) the youth be assigned to perform a number of community service hours which may be supervised by the school attendance counsellor.
- (d) the court may decide that the youth is not bound or obligated to the laws and restrictions imposed by compulsory school age legislation.

Rationale for Option A:

In option A we are suggesting that prior to court, a habitually absent youth must go through an Attendance Review Committee (ARC) process. Such a process may resolve the issues and prevent using the legal system which results in saving court time, lawyers fees etc. An ARC process, though involving community personnel and school staff would be more cost efficient than a legal process and prevents the youth from becoming involved in the legal system. It also reviews the Board's efforts to provide services for the youth.

The ARC process could become part of Section 30 (5) or it could be listed as a regulation.

Pre Disposition Assessment

The judge may believe that further assessment is necessary in order to fully understand the needs of the young person and in such cases, assessments may be appropriate. Because assessments are costly, they would not be ordered in every situation but for some young people an assessment would be useful in developing a plan of intervention.

Dispositions

- a) the fine has been increased to be more significant.
- b) as demonstrated in the "Court Survey Study" findings, the use of probation is effective in helping to resolve issues of non attendance and should continue to be an option. In situations where the only presenting problem is one of habitual absence, the court may appoint the school attendance counsellor to monitor the probation order. This would effectively reduce the case load of probation officers. In situations where the youth is involved in additional problems (ie Young Offender Offences) the probation officer should be monitoring the child's probation.
- c) being involved in community service programs provides positive learning opportunities for youth. Communities benefit from the work being done by the young person. The youth may be required to work in an educational setting (ie working with younger students). The community service option provides a learning opportunity for the young person and becomes a type of educational experience for them.
- d) in the event that "everything" has been tried to involve the young person in some form of educational program with no success, a judge should have the power to remove compulsory attendance obligations from the youth. In effect, the community (judge) says that it gives permission for the youth to not attend any type of educational program. Such a ruling relieves the Board of the legal responsibility and liability of having to work with a young person who is of compulsory school age. In some situations, such an option may be the best solution, both for the youth and their family. It also allows boards to devote limited resources (programs/staff) to more "winnable" situations.

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Option A - cont'd**Amendments to Section 30(5) of the Education Act****Breach of probation:**

Where a defendant who is bound by a probation order is convicted of an offence constituting a breach of condition of the order or where the defendant otherwise wilfully fails or refuses to comply with the order, they are guilty of an offence and upon conviction the court may:

- (a) impose a fine of not more than \$1000.00 or placement into an open custody setting for a term of not more than thirty days, or both. Alternatively, the judge may order the youth to serve the open custody sentence within their home setting. In lieu of or in addition to the penalty, continue the probation order with such changes or additions and for such extended term not exceeding an additional year, as the court considers reasonable.**

With the approval of the young person, counselling may be ordered which would enable the judge to defer sentencing.

Rationale for Breach of Probation Proposal:

According the "Use of Court Survey" the number of students referred for non-attendance to a school attendance counsellor during the 1992/93 school year (18,227) and the number who are actually taken to court represents a very small number of students in Ontario. (2.4% of those referred) Over 80% of those who went to court, were NOT breached. This statistic indicates that court is effective for 80% of young people.

One may assume, that youth who are breached are individuals who are not complying with court orders in an acceptable manner. The research indicates that these individuals are also experiencing other difficulties in the community (drug use, theft, assault etc.) and placement into an open custody setting may be appropriate. A term of custody may offer the youth an opportunity to regain control of their behaviour.

The counselling option allows the youth to avoid custody and access the psychological/emotional assistance required.

ALTERNATIVE TO BREACH OF PROBATION

An alternative is to eliminate the Breach of Probation option . Youth who are found guilty of being habitually absent from school are most usually placed on probation and ordered to become involved in a school program. If the youth fails to comply with the probation order, a new charge of being habitually absent may be laid. If convicted of the second charge, the judge may choose to remove compulsory attendance obligations from the youth (disposition d). This option avoids breaching the youth and possibly having them placed into custody.

OPTION B:

Recommended Amendments to Section 30 (5) of The Education Act

30 (5) a. Habitually Absent from School- A child, between the ages of 12 and 15, who is required by law to attend school and who refuses to attend or who is habitually absent from school is guilty of an offence and is subject to provisions and dispositions listed in the Provincial Offences Act.

(Note* the dispositions outlined in the Provincial Offences Act may be included in the Education Act or simply referred to as above.)

Rationale and Comments Concerning Option B:

This alternative is clear and eliminates the references to the Juvenile Delinquents Act. Such a change would eliminate some of the existing confusion in the legislation. In addition, such a change would probably lack much of the controversy that may arise in option A.

SUMMARY

In summary, if government supports the concept and philosophical intent of compulsory school attendance and truancy is perceived as a 'symptom' of a young person's distress, boards of education, community agencies, courts and government must work co-operatively to resolve the problems effecting some young people. The Ontario Association for Counselling and Attendance Services (OACAS) remains committed to seeking the legislative changes that are required in order to create a more effective, efficient and caring system for habitual absent students in Ontario.

We appreciate the opportunity to meet with you and discuss the aforementioned issues. We welcome the opportunity to participate in a working group which would study this issue further and develop the necessary amendments to the Education Act.

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1996

AGENDA
PROGRAM COMMITTEE
1996 10 03

URBAN MUNICIPAL

Confirmation of the minutes of the regular meeting of 1996 09 05.

NOV 19 1996

GENERAL

BUSINESS ARISING FROM THE MINUTES:

GOVERNMENT DOCUMENTS

1. Report re Textbook and Learning Material Approval
as per Circular 14 - Addendum **Pages A1 to A3**

NEW BUSINESS:

1. Verbal Update re Hamilton-Wentworth Police Department's
Promotional Program - "Chill Out" **
2. Correspondence from the Ministry of Education and Training re the Evaluation
Report: Model Program for Expelled Students [referred at the 1996 09 19 Board]
Pages 1 to 54
3. January 1997 Meeting Date **Page 55**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Verbal Update on the Status of Non-mandated Program
2. Report re Identification, Placement and Review Committee Process - May/June 1996
Pages 56 to 63

****In addition to the Agenda earlier distributed**



Minister

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OFFICE OF THE

JUL 2 1996

MEMORANDUM TO: Chairs of School Boards
Directors of Education
Secretaries of School Boards
DIRECTOR OF EDUCATION

FROM: John C. Snobelen
Minister

DATE: June 17, 1996

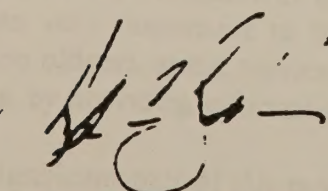
SUBJECT: Evaluation Report: Model Program for
Expelled Students

In the Fall of 1994, the Ministry of Education of Training entered into a partnership with the Metropolitan Toronto School Board to provide a Model Program for Expelled Students. The purpose of this pilot project was to provide students expelled from school with an opportunity to continue their education and receive the type of counselling and community support which might enable them to gain lost ground.

A key component of the decision of my ministry to jointly fund a model program for expelled students was the expectation that such a project would provide useful information to school boards across the province.

I am pleased to enclose a copy of the evaluation report of the pilot project: this was prepared by Dr. Fred Mathews of Central Toronto Youth Services.

The ministry is currently supporting a second model program in the Ottawa-Carleton area for suspended students. This pilot involves four school boards and the Ottawa-Carleton Regional Police. I hope to be able to share information regarding this project with you at a later date.


John C. Snobelen

Enclosure



Update '96

Metropolitan Toronto School Board

February 1996

Update on Model Program for Expelled Students

The concept of an individually tailored program has been validated by both anecdotal response from participants and by results as measured by successful return to a regular school program. Four of the students who participated have returned and with four months of their presence in school completed, reintegration would seem to have been achieved at the elementary as well as the secondary level. Currently two students are awaiting readmission hearings.

The return has been achieved with support from the youthworker and with cooperation from the schools/programs involved. In particular the schools have demonstrated that they value the information available to them from the program in the areas of student attitude and patterns of response. The students have needed the support of the youthworker as both intermediary and support on a personal level. The students have found the return to be difficult for a number of reasons. The most significant is the breaking of old patterns and ties. Since most of them found that the loss of social contacts was the most obvious result of expulsion, it is on that level that remediation was necessary and they have needed to learn new ways of establishing contacts. One student volunteered the evaluation "It sure straightened me out." to another non-expelled student whom he felt comfortable inviting back to the Centre when he returned, demonstrating that he had come to terms with what had happened, a change from the first stages of denial and family shame.

As students continue to be admitted to the program, it becomes increasingly obvious that each has very different needs and attitudes. This validates the principles of choice and self-determined direction that should guide this program. At the same time consequences and responsibility are the means of altering attitudes and establishing self-knowledge.

The students who have participated this year range in age from 13 to 18, and come from backgrounds that vary widely, ranging from students of demonstrable ability on an advanced level to those in need of remediation and specialized programming. Cultural issues associated with families have emerged as significant factors in student attitude, and as areas that are and must be addressed if successful reintegration is to occur.

Because of past activities, a number of other community agencies are involved with these students. These agencies have been very responsive to the students' needs and cooperative in addressing these needs. In particular, probation officers, social service providers and youth employment agencies have responded by giving priority to students, by providing information and by enforcing common goals and strategies.

Volunteers are a significant part of this program, providing assistance in tutoring students, going into the home to provide specialized assistance to families, and providing outreach opportunities.

Successful Strategies

Ruth Hayward,
Program Facilitator,
Model Program for Expelled Students

In a program designed to support a student who has been expelled from the school community, consideration must be given to more than the student's academic needs. By the time a student is finally excluded, much of what might have been constructive about the school-student relationship is gone. What the student really misses is the social environment that school has provided for him. A third area in which the student needs support is his relationship with his family. The process of expulsion affects family relationships in very destructive ways.

To be effective a support program must address all these issues in an individualized and integrated manner. The core support team must function as a unit, with each individual functioning in his area of expertise and keeping in constant communication with the others. Most of our students have in the past functioned and maintained control by separating social/school/parental involvement. This fragmentation is not conducive to the student gaining real control of his life and acquiring insight into his actions.

Integration was facilitated by housing the team in a single area, in the case of the Model Program for Expelled Students, rented space in an office building. Academics, individual and group counselling, and family interviews took place in the same space. This created for the student a sense of belonging, and students expressed their satisfaction with the space. Student control was fostered by having the student take responsibility for appointments that he made. Careful records were kept of appointments kept, broken and ignored and of contacts made by telephone. Time spent at the Centre was noted, as was time spent on academics. Each student had a file folder for his work and as space where individual material could be left between appointments. Students were encouraged to keep in touch by telephone; an answering system was necessary and messages were checked regularly. Other strategies for integration included volunteers keeping in touch with the youthworker and the program facilitator in the same way. Other community agencies, youth and family services and C.A.S., already involved with these youth were contacted and a sharing of relevant information was maintained. In most cases a probation officer was part of the picture and a liaison was established. Other programs such as Y.E.S. were integrated with this program to provide some specialized skills. Students were made aware that the program youthworker and/or a volunteer visited the parents in the home and parents were encouraged to come to the Centre for interviews in the presence of the student.

In the area of academics, an individualized learning program is critical. Many students who are expelled from schools lack the skills to function at the expected level. The first step is to establish what academic deficits are present. In preliminary stages the teacher must establish personal credibility, and ensure that the student experiences immediate success in some area. Later, diagnostic tests can be useful, but it is more important to establish what problems may exist in the attitudes of the student towards learning. Careful observation of a student's reaction to a task or a problem is an important tool. The student chose his own task and was encouraged to choose from an area of strength. He was asked to select something he needed or wanted to learn.

something that would benefit him. If the teacher presented him with a task, the reaction would often be rejection. This felt like school and he had rejected school and its control over him. Neither the student nor the parent was encouraged to equate the program with school. Student rejection sets the stage for a conflict, and conflict is not constructive to learning. On the other hand, once a task was chosen by the student, that task had to be successfully completed. Mastery learning proved to be an effective strategy.

This preliminary step also served to explore the issue of peripheral understanding. (Weber, 1993) "The key feature of this element in the student's way of dealing with the world is his satisfaction with a vague, incomplete, peripheral piece of work and his conviction that it is adequate. This is a crucial behaviour for teachers to recognize. It's not defiant; it is not shirking; and it is not an utter lack of ability. It is a misinterpretation of what constitutes completeness." Most of these students believed they knew something that, in fact, they did not, and this, in many cases, was the source of many attitudinal issues. Once real understanding was substituted, many attitude problems dissipated and were replaced by satisfaction. Mediated learning was an effective strategy. The constant attention of the teacher and teacher involvement with the task served both to validate it and to model learning strategies that would lead to success.

At the same time the teacher learned the strategies the student employed to solve a problem and the learning style that produced his best results. This meant that future encounters could be structured and adapted to produce the best results. For example, tests were self-affirming for the student, an opportunity to show what he knew and could do, rather than a task to be avoided.

Once success was achieved, the student was encouraged to share it with others, either by demonstrating what had been learned or by teaching another. Often the other person was a younger sibling or a parent. At the end of each session the student recorded what had been learned. When he returned, his own record was used to be sure he had ownership of what had been achieved. A pattern of student approaching teacher for help was encouraged. For example, once the student was working independently, the teacher remained available and nearby and the student was encouraged to ask for assistance immediately as the need arose, as often for reassurance as for actual help. This kept the ownership of learning with the student where it belonged.

Ownership was also encouraged by making sure that any deficit was treated with respect. A student who cannot add, can be taught, and in a one-on-one situation he need not feel ashamed. Once this was established, the student usually identified deficits more openly and an individual program would be designed co-operatively. Most often, this involved language and mathematics. At this stage a volunteer was a valuable addition to the program, serving both as an audience to the student's learning and as a tutor.

Ownership of learning was also reinforced by empowering the student to decide the duration of a study session. Once he was no longer learning, he was encouraged to leave. He was discouraged from putting in time without accomplishing something he could recognize. This is a different approach from a contract and a plan. Many of these students have had many contracts of various sorts and most have been ignored without consequences. It is more effective to focus on the present and encourage the student to recognize his own attitudes, capacities, and progress.

Attitudes and behaviours need to be recognized for what they are rather than what they appear to be. For example, rebellion against and rejection of adult caregivers and of social values is an extreme form of coping with an environment perceived as hostile. It is also a signal that other coping skills are not available to the youth, and caregivers need to recognize that it is destructive in its self-defeating nature. Avoidance of situations that require participation and/or cooperation is another manifestation of this problem. After some knowledge of the student was available, all those closely involved with him met to analyse behaviours and attitudes, and to establish a common strategy. For example, if a student's behavioural limits are set by what peers "get away with", then a

strategy may be developed in which peers discuss behaviour in a group. Whatever strategy is adopted is shared by all to make it effective. Emphasis on ownership, choice and consequences proved to be effective.

The attitude of the teacher, which is usually read by the student almost instinctively, needs to be authoritative. This includes respect for the student and implies self-respect on the part of the teacher. An adult who is either permissive or dictatorial is not a good role model. Our students reacted well to clear expectations and consequences as indicated in the research (Gold and Osgood, 1992). "Authoritative adults who hold delinquent youths accountable while providing them some autonomy neutralize the delinquent counterculture and become more attractive models for identification." It is also necessary that the teacher share with the student a belief in his ability to change for the better. At some point in the changes evoked by an expulsion, most students experience some form of depression. Most of these youth have a surprisingly resilient attitude, given their circumstances. The teacher needs to be aware of this, but at the same time should maintain the constant emphasis on ownership, choice and consequences.

Model Program for Expelled Students

- an update from Al Jones, Youthworker

The designation of "expelled student" is frequently without significant meaning for the student; this is often a point of entry to working with them. They see it as an extension of a typical suspension; parents of expelled students often contribute to this belief. They do not seem able or willing to comprehend what an expulsion entails, what effect it can have on their lives and what systems it casts a shadow over. Their honest belief, shrouded with a degree of denial, is that, after a period of time, they will automatically, without question, return to school. It takes some time for the young person to realize the larger significance of his situation. It is at this decisive point that the meaningful work of rehabilitation/treatment of the expelled student begins. The student and family begin to address the issues that led to the expulsion, the prior suspensions, the previous school difficulties and other contributing factors. The youthworker and the student develop an openness to dealing with these student's issues and thus begin the process of the youth taking ownership of his actions.

An examination of the progress of the Model Program for Expelled Students and of its goal of providing support for the identified expelled student reveals that the program has evolved into a multisystemic program. The approach is based on the concept that delinquency is multicausal and any approach that is to produce good results has to provide interventions aimed at all systems that may contribute to the development of antisocial behaviour. (Borduin, C.M. Mann, (1995) Multi-systemic treatment of serious young offenders) Multi-systemic treatment provides interventions aimed specifically at the expelled student and at the family, peers, schools and other social systems involved. As different youth have different needs and involvements, the interventions are individualized and flexible.

A primary role of the youthworker is working with the expelled student to help in establishing obtainable individual goals, and in developing a plan/strategies for following the road to the goal. Significant time is spent with each student establishing trusting rapport. This entails individual sessions exploring family history, family dynamics, issues at school and problems with friends. Exploring their world view also helps to establish the youths' sense of self. Equally important is determining the student's perception of where they fit in the world around them, and, conversely, what they believe the world may perceive of them. This sets the stage for assessing how the student functions within a social group and evaluating social skills and social functioning. It is particularly important to know how the student functions within the family group and the peer group, how they respond to authority and how they relate to adults. Once this initial phase is complete, we begin to explore each area in more detail, and to address the difficulties. Issues in the home have been identified by our students as a primary concern.

To address issues involving the home, using a systemic approach, the cooperation of the family is vital. One of our priorities is to reach out to the family, establishing contact to produce change in the family. The youthworker spends time with the parent(s) or primary caregiver, in their home or in another comfortable setting, talking about

concerns regarding the child, exploring family issues that have arisen because of the expulsion and providing support to help them cope with the situation. Support often involves spending time talking about the expulsion and explaining, in detail, what the implications are, and what the process is for possible reinstatement in school. Providing support to the families may involve making referrals, for them, to local community service providers/professionals or enlisting the help of volunteers who can assist with their particular needs. The goal of the family intervention is to preserve and empower the family, and to help them provide effective change for their child. It provides skills and resources to the parents so that they can address the problems of their difficult adolescent. (Jalal Shamsie, Professor of Psychiatry, U. of T.)

A second focus is helping the adolescent develop prosocial skills. (Goldstein, Sprafkin, Gershaw and Klein, *Skillstreaming the Adolescent*) If a student enters the program unaware of his community resources, time is spent helping the student explore his immediate community, learning about such resources as the library, recreation centres and youth groups.

When a student is expelled from school and denied access to social contacts with friends during the day, they often state they are "bored"; they are aware of an abundance for unproductive time on their hands. This can be destructive. However, being "bored" can be used as a positive and effective tool to help the student think seriously about what is important to him, what school was about, both academically and socially. We explore positive use of time. As the student becomes involved in the program, he begins to realize that we are not a full-time school alternative, or a place to come to just pass time. If they wish to come and use time in a productive way, we attempt to adapt to individual needs.

Time is also spent developing social skills, exploring and learning how to use community systems (public transit, the phonebook, city road maps), and services (applying for a S.I.N. and library card).

The youthworker functions as a continuous thread, stitching together the mosaic fabric of social interest involved in the youth's life. Probation officers, lawyers and social workers may all have a role. The Youthworker is the team member responsible for communicating with all the social communities having an interest in the student. These could include C.A.S., C.C.A.S., Community Mental Health Clinics, Parks and Recreations, sports teams, extended family, social clubs and cultural agencies. In working with all these groups, it is important to have a common goal and to establish effective lines of communication. This helps to provide consistency for the youth and reinforces the premise that what happens in one system affects others; if issues are to be resolved, the collective effort of all involved systems is needed to effect significant change. We found that this consistent approach with the student and the family allowed for quick intervention and a higher level of accountability for the student.

As the student began to establish a sense of personal responsibility for his learning and for his goals, he was introduced to and encouraged to participate in an anger-management group. The group was composed of peers with Model Program for Expelled Students. Topics explored within the group include dealing with personal frustration, anger and other emotions. The individual becomes accountable to his peers/the group during a process involving the establishment of collective codes of conduct and appropriate consequences, as set out by the group. Effective tools include the use of written contracts, and role playing situations that are snapshots of personal events. The group provides a valuable arena for individuals to express their feelings and to discuss issues of concern. We examine how to cope with feelings of anger and how to use these feelings in a productive way.

For a student to meet his primary goal, a successful reintegration to school, we have found that it is vital to establish and maintain a multi-systemic approach to treatment; equally important are support and follow up with the student and the family.

Pilot Project For Students Expelled For Violent Behaviour

- Project Review -

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Central Toronto Youth Services

- FINAL REPORT -

August 19, 1995

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Section 1

Introduction & Background to the Pilot Project

The phenomenon of school-based violence has become a concern for communities large and small all over Ontario. Though the violence problems experienced by schools vary according to the population size and demographics and geographic location, School Boards throughout the province are beginning to acknowledge a remarkable shift in the seriousness of the violent and aggressive behaviours of some of their students. School administrators have begun to take action to address a school environment that has changed in many ways over the past five to seven years.

Some of the strongest signals in the system that indicate that students' behaviour is changing takes the form of a rise in the number of: victims' complaints; weapons being confiscated from students; gang/group incidents; incidents involving female perpetrators, incidents involving younger children as perpetrators; assaults on teachers and school staff; and, though to a lesser extent, incidents involving inter-racial group conflict. It is becoming clear to schools, police, parents, and other concerned persons that action needs to be taken.

The problem of school-based violence is not new. There have always been students experiencing difficulties in their personal lives, difficulties that sometimes manifested in aggressive and violent behaviour towards other students, teachers, and school support staff. However, consensus is growing that the school environment has begun to change in ways that threaten the safety and well-being of students and staff alike. Though Ontario schools are still safe, concern is growing that without some honest acknowledgment of the problem and a province wide effort to confront the phenomenon of school-based violence, school safety will begin to be threatened.

Different Types of Students Commit Different Types of Violent Acts

In trying to get at the root causes of school-based violence and the aggressive behaviour of some students, it is essential to understand that the phenomenon is complex. Different types of students commit different types of violent and aggressive acts. Acts of serious violence, the kind that lead to injury or hospitalization and attract the most media attention, are perpetrated by a relatively small number of students. That does not mean that other students cannot or do not inflict harm on others, occasionally break the law, or use verbal abuse, bullying, or intimidation. But it is easy to fall into the trap of thinking about school violence as if it is a phenomenon of youth subculture, where any or all students are equally likely to be perpetrators of serious acts of crime and violence.

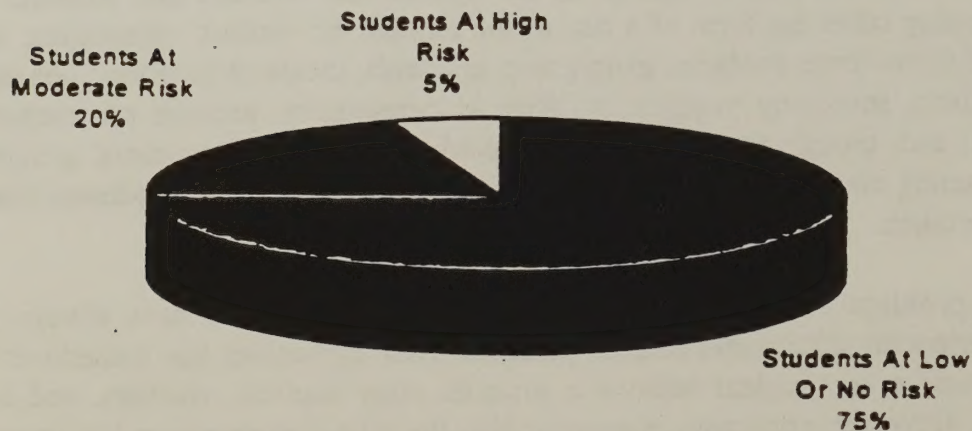
While it is true that normally pro-social, law-abiding students can be influenced by peers and situational factors to commit impulsively a serious crime or violent offence, it is

more the exception than the rule. The key to finding solutions to school-based violence lies in understanding that different forms of violence typically involve different types of students. Any program designed to address school-based violence that takes a uniform approach to the problem and simultaneously fails to recognize individual students' needs will likely fail (Mathews, 1993).

Mathews' Law

The following illustration makes this point vivid. It is called Mathews' Law - 75/20/5 (Mathews, 1994, 1995). More a conceptual device than an empirically derived statistical model, the figures 75/20/5 represent percentage proportions of a typical school population.

Figure 1: Mathews' Law



Seventy-five percent of the students are rarely or seldom involved in serious crime or violent activity. These are the students that are frequently the victims or observers of these incidents. As spectators, their presence may escalate the level of violence in a fight. As victims or observers their silence or hesitation to report may contribute to the creation or maintenance of a fearful or unsafe school environment. But otherwise, they are not typically the student that causes teachers, administrators, and their peers overwhelming concern. We might think of these youth as being "no risk" or "low risk" students..

Twenty percent of students in any given school might be considered "moderate risk". These are students whose behaviour can go either way due to any number of vulnerabilities and past or current stressors in their lives. They are young persons who ordinarily might not get involved in violent activity but who may feel empowered to do so because of a perception that school officials, police, parents, or other adults are not taking the problem of school-based violence seriously, particularly victims' complaints. Some of these students may resort to vigilantism to "settle their own scores" (Mathews,

1993). They also perceive that perpetrators are not being held accountable for their actions.

The remaining five percent could be considered "high risk" because of remarkable levels of vulnerability, a marginalized status in the school or community, or because they suffer from any number of current and chronic life stressors including abuse, neglect, poverty, or parental drug addiction or alcoholism. Even within this five percent, it is likely a smaller proportion, one or two percent, who cause most of the very serious crime or violence problems in the classroom or on the school grounds and beyond. Students in this group are likely to have previously come to the attention of school officials, police, or social services. They may have learning difficulties or undiagnosed mental health problems. Many of the students in this group are, in effect, young offenders, a population schools neither recognize nor understand well. It is this group of students that poses the greatest challenge for schools all over the province. These are the students most likely to be expelled for violent behaviour.

Origins of the Pilot Project

In the late fall of 1994 the Ontario Ministry of Education & Training launched its Violence-Free Schools Initiative as a response to growing concern about the problem of school-based violence. The main purpose of the Initiative was to conduct a broad-based and province-wide consultation to solicit ideas about how the Ministry could support schools and other community partners in their efforts to work together to address and ultimately eliminate school-based violence. Three draft discussion papers emerged from the consultation process:

1. *Framework for the Development of Violence-Prevention Policies by School Boards*
2. *Reporting Violent Incidents to the Police & the Ministry of Education & Training*
3. *Challenging Problems, Hard Choices: Developing Programs For Students Suspended or Expelled For Violent Behaviour*

The pilot project for students expelled for violent behaviour had its origins in discussions emerging from the consultation process. The discussion paper, *Challenging Problems, Hard Choices*, provided guidelines for the development of the service intervention model for students expelled for violent behaviour (see Appendix 'E').

The issue of violent students prompted a great deal of discussion in the work groups that produced the discussion papers and, later, in the public consultations. There was broad-based consensus that young perpetrators of violence had to be held accountable for their behaviour, that victims needed to be believed supported and protected, and that all students and educators had a right to a safe learning environment.

There was also agreement that many of the students acting out with extreme aggression and violence toward their peers typically had serious, long-standing, and unaddressed problems. It was felt that unless we as a society made an effort to meet the needs of these youth, their violent and aggressive behaviour would unlikely change or could become worse. Nothing would change simply by removing these youth from school and forcing them onto the streets. Temporarily removing them from their school, addressing their complex learning difficulties, counseling them around their personal problems, and helping them continue their education was viewed as a better approach.

Despite public perceptions to the contrary, the number of students expelled from Ontario schools is relatively small as can be seen in the table below. However, there are few supports available to these students once they leave the education system.

	# of Students Expelled 1991-92	# of Students Expelled 1992-93
Gender:		
Female	8	3
Male	33	21
Region:		
Toronto	26	13
Southern Ontario	7	4
Northern Ontario	8	7
Panel:		
Elementary	0	2
Secondary	41	22
Total	41	24

In the late spring of 1994, the Ministry of Education and Training invited the submission of proposals from communities across Ontario for the development of a pilot project that would field test the guidelines outlined in *Challenging Problems, Hard Choices*. A criteria for assessing the merits of the proposals was developed. All proposals were reviewed in terms of how closely they matched the spirit and intent of the guidelines. After careful review, a decision was made to select Metropolitan Toronto as the field test site. Coordination of the project came under the auspices of the Metropolitan Toronto School Board in partnership with the Ministry of Education and Training.

Project's Design and Philosophical Approach to At-Risk Learners

The pilot project was not intended to be a "treatment" program per se, in that it was not based on an explicit or specific theoretical model with empirically tested and strict operational definitions for interventions. Rather, it was intended as a *model of service* that would provide an individualized, high support, one-on-one approach to remediating the difficulties in students' lives that contributed to their violent and aggressive behaviour.

and subsequently their expulsion from school. It was anticipated that most of the students coming to the project would have learning difficulties that would become apparent during this process.

Philosophical Approach to Assessment & Project Development

The following considerations were the guiding parameters for the evolution and development of the pilot project.

As with all learning, the student's experience sets the boundaries. We need, academically speaking, to begin where the student is, with his strengths, then identify and address any weaknesses. The diagnostic process works best if done informally and through observation. For example, a task is assigned, the student's reaction, response, and strategies noted, and his success evaluated.

A variety of tasks need to be assigned and behaviours closely observed and noted. This is the most direct way to get at patterns and themes in the youth's learning style. For example, a student who has been trained by his life experiences to interact coercively will continue to do so. A student who maintains control by refusing to participate will continue to do so. Most of what is valued about learning will be self-determined because this is what the students' experience has taught.

Also, trust of others, especially helpers, is not easily achieved. It takes time to build a trusting, working relationship. Without trust students are slow to reveal themselves.

In the academic area of language, the approach used has to be consistent with the idea that there must be something to say before the language "map" can exist. As language is acquired, it is used to enhance cognition. It functions to communicate with and effect response from the environment. Many problems experienced by at-risk students are based in communication, most obviously deficits in the areas of socially appropriate, clear and orderly speech. The relationship between behaviour and language is one area that needs to be considered when designing and adapting a remedial program for a student. The presence of language disorders in the behaviourally disordered school-age child may be as high as 70% - 90%.

Academic deficits cause major problems when knowledge foundations are weak or absent. For example, if a student cannot use multiplication tables effectively, division becomes impossible, and so do all other topics based on this knowledge. Identifying and resolving these deficits is also important in a remedial program.

But these are not the only important goals. It is just as important to try and address an unsatisfactory attitude toward learning, not just toward school itself.

Learning is typically not the most compelling reason for a student to be attracted to school; the school community is. Being in school means being involved in the social life

of the school and being with friends. Friends are the major source of a student's support and activity. They provide the synergy of school life. This is what expelled students are generally deprived of once they are out of school. Creating an atmosphere that provides positive, supportive, and meaningful social contact needs to be an important part of the intervention.

In an individualized program with one-on-one instruction the focus is primarily on learning. For most students this is a different perspective on education than what they are used to in a regular school program. It requires them to take ownership of their learning.

The curriculum content of the project needs to be individualized and relevant to the student's life. It is necessary to use topics that are significant to the student so that their best efforts can be forthcoming. If they do not put forth their best effort it is impossible to fairly and accurately assess their learning patterns and attitudes. It is possible that a learning disability is in reality an attitude problem magnified by an academic deficit.

A past pattern of failure denies the student any experience of success. Tasks are therefore usually left incomplete because there is no choice of strategies to make and nothing else to try after a first attempt is unsuccessful. The student's response to tasks becomes episodic, sporadic, random, unspecified, and disorganized. Once these patterns are observed, various approaches can be used both to facilitate the experience of success and to expand the student's repertoire of strategies.

Purpose of the Project Review

The project review was undertaken to:

- provide a record of the process of the development of the service so that communities in other parts of the province interested in providing a similar model could benefit from the project's trials and successes.
- assess the impact of the service on the youth; and
- gather information that would support decision-making pertaining to the further development and refinement of the service;

Methodology Used For the Project Review

The short amount of time available to get the pilot project off the ground at the beginning of the 1994-95 school year precluded the use of anything more than an evolutionary strategy for the development of the model. A small and diverse sample, the lack of a matched control group, the potentially short-term nature of the intervention, and the presence of too many extraneous variables made a definitive outcome evaluation study impossible. A *triangulated* methodology using a simple *summative* evaluation strategy

was selected as the most appropriate under the circumstances and consisted of the following components:

Process evaluation. An ongoing review and documentation of the evolution of the service model to ensure conformity with the Ministry guidelines. This was achieved by conducting regularly scheduled interviews with the Project Coordinator.

Needs assessment. Basic demographic and other types of information were gathered for students entering the project to see if there were any common patterns or themes to their situations that might inform and enhance the project's development.

Program utilization. This part of the review provided an opportunity to document how much the program was being used by clients and the demands on staff time.

Client satisfaction surveys. Voluntary face-to-face interviews were conducted with young people in the program to record their experiences while in the project, assess the impact of the interventions, and provide feedback to project administrators concerning the service model.

Project staff interviews. Interviews were conducted with project staff to obtain their perceptions of the service model and impact on clients.

Parent interviews. Telephone interviews were conducted with parents of students in the project. Questions posed were similar to those of the students.

Key informant interviews. Interviews were also conducted with volunteers and administrators from referring School Boards to obtain their perceptions of the project and any suggestions they had for improving the service delivery model.

Network analysis. A simple network analysis was conducted to document any corollary supports and services made available to students by referral through the program.

Section 2

Project Administration

Management and coordination of the project involved several administrative and advisory committees.

Coordinating Committee

A six member Coordinating Committee provided the primary function of project administration. Responsibilities of the Coordinating Committee included: overseeing the development, implementation, and monitoring of the pilot project; ensuring the program replicated (to the extent possible) the Ministry's guidelines; and evaluation of the project. The Coordinating Committee reported to the Minister of Education and Training and the Chair of the Metropolitan Toronto School Board. Membership consisted of:

- *Ann Vanstone*, Chair of the Metropolitan Toronto School Board or designate
- *Jean Hewitt*, Senior Project Coordinator, Violence-Free Schools Initiative, Ministry of Education & Training
- *Stan Draffin*, Metropolitan Toronto School Board
- *Tony Martin*, Ministry of Education and Training
- *Gary Vipond*, Project Coordinator of the pilot project
- *Dr. Fred Mathews*, Central Toronto Youth Services

Advisory Committee

Membership of the Advisory Committee consisted of trustees, parents, teachers, representatives from the Ministry of Community and Social Services and the Ministry of Health, School Board officials, and others. The function of the Advisory Committee was to advise the Coordinating Committee on issues pertaining to the implementation and development of the project. Membership, frequency of meetings, and reporting was determined by the Coordinating Committee.

Core Support Team

The Core Support Team was the project staff and consisted of:

- Gary Vipond*, Projector Coordinator
- Ruth Hayward*, Special Education Resource Person
- Al Jones*, Youth Worker, C.M. Hincks Farm Program
- Dr. Helen O'Halpin*, Consulting Psychiatrist, C.M. Hincks Treatment Centre

Section 3

Summary of Youth Demographics

Many of the documents needed for the purposes of the project review (e.g., clinical records, results of previous psychological testing, etc.) were not in the official files of the students. Consequently, only a limited amount of information could be obtained for the purposes of the project review. The following demographic information provides a brief glimpse into the lives of the young people in the project.

As of June 1st, 1995, twelve students, all male, had been referred to the pilot project. An initial referral was made for a thirteenth student, a female, though she never connected with project staff.

Students from five School Boards in Metropolitan Toronto and the Greater Toronto Area were referred to the program.

Figure 1: Referring School Board

<i>School Board</i>	<i>Number of Students Referred</i>
<i>Etobicoke</i>	2
<i>Peel</i>	1
<i>North York</i>	1
<i>Scarborough</i>	7
<i>York</i>	1

Youth in the program ranged in age from 13 to 18 years. Current grade at time of referral ranged from 8 to 12.

Figure 2: Student's Age At Time of Referral

<i>Number of Youth</i>	<i>Age in Years</i>
2	13
2	14
1	15
3	16
2	17
2	18

Youth in the program came from a variety of cultural backgrounds, though 50% were from families of Caribbean origin.

Figure 3: Parents' Country of Origin

<i>Number of Youth</i>	<i>Parent(s) Country of Origin</i>
1	Antigua
4	Canada
1	Greece
1	India
4	Jamaica
1	Trinidad

At the time of their expulsion, two-thirds of the youth were living in lone parent households. In all cases the lone parent was the mother.

Figure 4: Youth's Living Situation at Time of Expulsion

<i>Number of Youth</i>	<i>Living Situation at Time of Expulsion</i>
8	One parent - mother
1	Sister
1	Aunt
2	Both parents

The number of schools previously attended by youth in the project ranged from 3 to 10.

Figure 5: Number of Schools Previously Attended

<i>Number of Youth</i>	<i>Number of Schools Previously Attended</i>
2	unknown from records
5	3
1	5
2	8
2	10

The majority of the young people in the program were not connected with other social service agencies at the time of their referral.

Figure 6: Other Agency Involvement

<i>Number of Youth</i>	<i>Other Agency Involvement</i>
3	Yes
9	No

Two-thirds of the students came to the program with acknowledged learning disabilities. All were reported to have experienced some form of behavioural or mood problems at school, including being aggressive with peers, defiant, indifferent, depressed, anxious, or angry. In the family backgrounds of two-thirds of the youth there was a history of parental drug abuse or addiction, crime-involved parents, family violence, and personal physical abuse, sexual abuse, or neglect.

Figure 7: Specified Learning Disability

<i>Number of Youth</i>	<i>Area of Specific Learning Disability</i>
4	None
2	Yes, but unspecified in records
1	Attention Deficit Disorder
1	Language Development
1	Expressive and Receptive Language
1	Receptive Language
1	Reading, Auditory and Visual Memory
1	Receptive and Expressive Language

Reasons for the youth's expulsion varied, though all were for serious offenses.

Figure 8: Reason For Expulsion

<i>Number of Youth</i>	<i>Reason For Expulsion</i>
1	Assault
1	Aggravated Assault
5	Assault With A Weapon
2	Possession of Weapon
1	Possession of Weapon, Uttering Threats
1	Possession of Gun Replica
1	Uttering Death Threats

All but one of the youth had been suspended from school on previous occasions. The number of previous suspension ranged from 1 to 22.

Figure 9: Number of Prior Suspensions

<i>Number of Youth</i>	<i>Number of Prior Suspensions</i>
1	0
1	1
4	2
1	3
1	4
2	5
1	8
1	22

Half of the youth in the project had had previous convictions for *Criminal Code* violations.

Figure 10: Prior Convictions

<i>Number of Youth</i>	<i>Prior Convictions</i>
6	Yes
6	No

The current legal status of the young people varied. Only two students were not currently facing charges or serving a court-ordered disposition.

Figure 11: Youth's Current Legal Status

<i>Number of Youth</i>	<i>Current Legal Status</i>
5	probation
1	open custody
1	closed custody
3	charges
2	no charges

Project Utilization By Youth

The young people entered the project at varying times over the 1994-95 school year. Some started in October of 1994 while others did not enter until April, 1995. The length of time between expulsion and starting in the project varied between approximately one year and two months. The length of time the youth were involved in the project ranged between several weeks and 8 months.

Involvement in the program was voluntary and students were responsible for setting their meeting times with staff and attending all scheduled sessions. Program utilization by the young people varied depending on their needs. The average number of individual sessions attended by youth involved in the program for five months or more was 41. Over the same period of time the average number of phone contacts with these youth was 31. The average length of each session spent working with project staff was between 1.5 and 2 hours. Some students attended their sessions almost daily while others showed up infrequently or sporadically. Most, however, maintained regular, routine involvement.

Section 4

Evolution & Development of the Project

Start-up of the Project

Once the decision was made by the Ministry of Education and Training to fund the pilot project at the Toronto site, the search for appropriate staff began. Unfortunately, because the decision was made in the summer, many people contacted by the Coordinating Committee for referrals were away from their offices or on vacation. Getting the word out to the field at this time of year proved challenging.

Beginning in September of 1994, the search for a Coordinator began. The Coordinating Committee sought a candidate who was preferably an educator, understood the complex needs of at-risk learners, was familiar with the education "system", and who had the communication and interpersonal skills to work with troubled youth and their families. Gary Vipond, a former secondary school principal and recently retired Superintendent with the Etobicoke Board of Education was hired to fill the position. Mr. Vipond brought to the project many years of experience in the education field as a teacher, principal, and School Board administrator.

The first task of the Coordinator was to find appropriate staff for the Core Response Team. The first staff person hired was the Special Education Resource Person, Ruth Hayward. Ruth is a highly skilled special education teacher with a lifetime of experience in the education field as a teacher of troubled and at-risk youth.

Next hired was the Consulting Psychiatrist, Dr. Helen O'Halpin. She joined the project in September on an as-needed contract basis. Dr. O'Halpin brought to the project many years of experience working with troubled youth and their families.

The last staff person hired was the Youth Worker, Al Jones. Al brought to the project special skills and talents from years of experience working with at-risk children and youth.

The First Students Are Admitted

The project was ready to begin receiving students at the end of October, 1994. Families of the first expelled students referred to the pilot project were contacted at the beginning of November. By early January of 1995, seven students were involved in the project. All of these youth were the youngest children in the family.

Students were usually informed about the project in a letter from the expelling Board. Parents and/or students were given a copy of the expulsion order. One Board also

provided details concerning how the student could be re-admitted to a regular school program. Some of the parents contacted the Coordinator of the pilot project right away, while others appeared to wait a few weeks.

Some students had been expelled in the previous school year and appeared to be the most enthusiastic and well motivated to get their education back on track. Project staff felt that the longer students were out of school the stronger their motivation was to participate in the project. For students who were recently expelled a one month waiting period was suggested to increase their motivation.

The Referral and Admission Process

The process for admitting students to the program involved the following steps:

1. School Board informed the student and/or parent about the project.
2. Parent contacted the Project Coordinator.
3. Project Coordinator met with student and parent(s) where an *application for service* was completed.
4. Student was referred to consulting psychiatrist for an assessment interview and, if necessary, psychological testing.
5. Parent was contacted by Special Education Resource Person.
6. Youth Worker was informed that the student had been admitted to the project and made an initial contact.

The Project Coordinator made an appointment to meet with the student and his parent(s) in their own home. One parent was met at a Probation office. All parents appeared to be receptive to the Coordinator and grateful that their child would have an opportunity to deal with their problems and continue their education in some form. The students were always present in the interviews but usually remained quiet and withdrawn.

The initial interviews conducted by the Coordinator and the Consulting Psychiatrist provided the gateway into the project. If the student was deemed suitable for admission to the project, an appointment was scheduled with the Special Education Resource Person to begin the process of identifying the student's academic needs. At this point the youth worker was informed that the student had started in the project. The worker would initiate the first contact and schedule a meeting at Thistletown, East Metro Youth Services, or the C.M. Hincks Centre. The youth worker provided students with assistance with their school work, spent time teaching life and interpersonal skills in the community, and/or helped link them with other supports/services.

Academic Assessment

Students were assessed for their knowledge and skills in the areas of language and mathematics. Assessment of the youth's learning and other problems proceeded on an ongoing basis. Making and keeping appointments was the responsibility of the youth.

Obtaining all official records (O.S.R., clinical records, psychological assessments, or other information) proved to be a challenge. When they were available they were usually not all in one place, and the Coordinator was forced to use all means possible to obtain a "picture" of the student. This was a problem that persisted through the development of the program.

Most of the students entering the project at this point in time were working at a basic/general level, and regardless of the grade they were currently registered in, were working at about a grade 9 level. Most were in some form of remedial education program at the time of their expulsion.

Work assigned matched the current grade level of the student. Two students entered the project already attached to an Independent Learning Centre (I.L.C.) with assigned curriculum. In these cases, staff provided tutoring and other support to help them continue their independent learning program.

Project staff saw the function of the project as being one of "mediated learning". Criteria set for measuring a young person's progress in the project consisted of attendance, follow through on assignments, progress in academic areas, successful involvement with other community supports, improvement in the area of social skills, the number of contacts with project staff, and other assessments or reports provided by corollary community supports.

Early Growing Pains

At the beginning of the project, few educational, curriculum, and other materials were available to the staff. The program lacked a computer, desks, books, and basic stationery supplies. There was some reluctance to make any significant capital expenditures at the outset of the program because there was no guarantee that the project would continue past the pilot phase and no one wanted to waste money if it could be better spent providing direct service to the youth.

It became apparent that providing instruction to students with varying academic needs at different sites meant carrying a lot of materials around all the time. Finding a space for Ruth to conduct tutorial sessions proved to be a challenge. Eventually, at the beginning of November, office space was located at Thistletown and East Metro Youth Services. It was at these two places that all tutoring sessions were held. She continued to provide instruction to students at these locations until a more permanent site space was located at 20 York Mills Road early in the new year. The office space was located in a new office

building and its decor was modern and bright. Students seemed to enjoy the surroundings and found them quite different from their normal school environment. They also liked the anonymity a large "office building" provided. Unfortunately, the office space was available only on a temporary basis, donated to the project by a research group whose work was finishing up. The lease will expire at the end of December, 1995.

It should be noted that the Ministry's guidelines for the program suggested not having the project in a specified location to avoid creating a "jail school" mentality for youth or the community. This was also intended to keep the students from congregating before they had had a chance to work on their problems and difficulties. However, as the project evolved it became apparent that a set location with desks and a "space" the youth could call their own was desirable to the young people. They welcomed the opportunity to take responsibility for and have some control over the appearance of their learning environment. Getting them out of their own community, breaking their habituated patterns, environments, and routines was thought to provide the youth with an opportunity to learn about their untapped inner resources. Having an established office also reduced Ruth's and Al's traveling, which gave them more time to spend working directly with the young people.

Once students started in the program and demands began to be made of them to make and keep their appointments and complete their assigned work, a few began to resort to old patterns of avoidance. However, most followed through on their school work and made an honest effort to honour their commitment.

Staff members were also concerned that the large amount of idle time these young people had on their hands might undermine their progress in the project. Consequently, a conscientious effort was made to help them use their spare time in constructive, helpful ways.

Timing of Re-Entry to School Is Important

It soon became apparent to project staff that students entering the program, regardless of when, may have difficulty returning to a regular school program in the current school year, even if they were ready. The semestered nature of regular schools, plus the students' lack of success prior to expulsion would make it difficult if not impossible to salvage their academic year. However, re-admission, if it was appropriate, would have to coincide with the timetable of the regular school year.

Unexpected Criticism of the Program

Some unexpected criticism of the project emerged at this time. Apparently some teachers resented the existence of the project because they felt it took away the "bottom line threat of expulsion." They felt threatened because they thought students would see the program as another form of suspension and not take the threat of expulsion seriously. Others saw it as an "elitist" project where staff could provide a high support, one-on-one educational

service to students that they couldn't. In the opinion of these critics, students in the project had access to supports and resources other students, who were equally needy but better behaved, did not.

Anger Management Group is Added

By the end of December, project staff were beginning to explore links with other agencies/services that could assist the youth, for example, Job Link and Y.E.S., the Y.M.C.A.'s youth employment program. As the project evolved, an anger management group was added. Though introduction of the group broke with the parameters of the guidelines regarding bringing students together in one place, it was deemed important enough to the development of the young peoples' life skills and knowledge to give it a try. The group began quickly and from its inception was well attended by the young people in the project. Group sessions were two hours in length and ran every Friday afternoon.

The Challenge of Involving Parents

A parent support group was considered because all the students who were admitted up to this point lived in lone parent families with the mothers as heads of household. All were financially strained and lived in high stress environments. Unfortunately, there was little parental enthusiasm for such a group, so further development was postponed. However, when they have more time, project staff do intend to develop a project component that more actively involves parents in supporting their child in the project.

Involving parents in the project was difficult. Some were exhausted and felt that their lives were already filled with commitments. Meetings with project staff were felt to be an overwhelming burden. These parents typically were not involved in any aspect of the lives of these youth. In most cases the youth in the project was the only child in trouble in the family. Most of the parents were, to varying degrees, harbouring feelings of failure, shame, and hopelessness.

Because parents of these youth were not educated consumers of support services, project staff felt that more outreach and personal contact might help get them involved. The problem was insufficient staff time, so further development of this option was also postponed. Outreach to parents would also require evening hours for the project, since most parents worked during the day and could not afford to take time away from their jobs.

However, a couple of parents were enthusiastically involved and were able to be a support to the youth while he was in the project.

The Problem of Part-Time Staffing

By February, staff were starting to recognize that the part-time nature of their work arrangement was problematic. The youth in the program wanted more time from them, time they simply didn't have. It was at this point the use of volunteers was considered, although this raised concerns about supervision time, direction, and communications. One youth in the program was already linked with a volunteer and the idea had sufficient merit to warrant further exploration. To date there are three volunteers associated with the project.

Students Begin to Return to a Regular School Program

By April 1995, the model of service had become more consolidated. Educational materials were available, volunteers were in place, an office, computer, and desks had been acquired, and the Coordinating Committee authorized an expenditure to expand the Special Education Resource person's hours to half-time. Also at this time, two students had been de-registered from the program, because of a lack of attendance. Four were being recommended to return to a regular school program. By the end of the current 1994-95 school year a total of four students were deemed ready to return to a regular school program. A fifth student who left the project earlier has also returned to a regular school program in the Scarborough Board of Education.

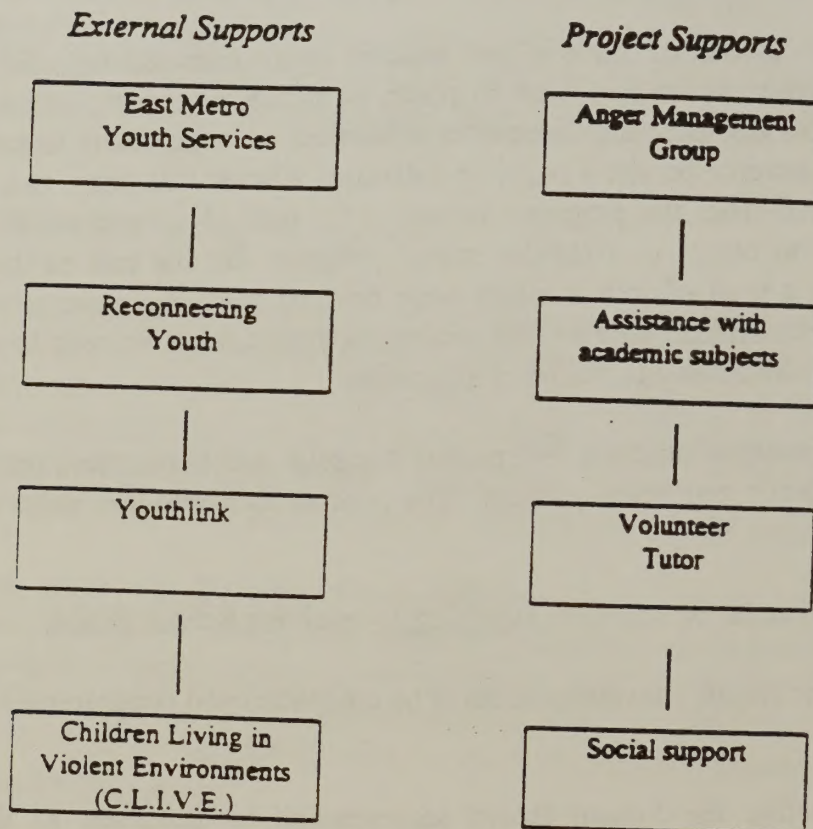
Now faced with the reality of students returning to a regular school program, project staff worked out the project's transition process. The process followed the steps outlined below:

1. A letter of recommendation is sent to expelling or receiving School Board.
2. Youth waits for the Board's review process to be completed and continues his work in the project.
3. Youth appears before the School Board accompanied by members of the Core Support Team.
4. If a decision is made to allow the youth to return, project staff connect with receiving Board staff to help determine appropriate school placement
5. When a school is selected project staff meet with classroom teachers who will be working with the youth and guidance personnel to discuss the students needs, areas of strength and weakness addressed in the project, and academic material covered.
6. Youth is supported by Core Response Team once he returns to school.
7. Project staff time is gradually reduced as youth readjusts to the regular school program.

Network Analysis

An important role of the project as it evolved was to build linkages to other community-based agencies and services. Though this continues to evolve, it is evident in the following illustration how the project provided a vital link for the youth to other services that could be of benefit to them. It is apparent that without the project, most of the young people would have missed opportunities to obtain help for their problems.

Client Network Analysis - "Joey"



Section 5

Summary of Comments From Student Interviews

Seven of the twelve students enrolled in the project agreed to be interviewed for the client satisfaction portion of the review. All were informed that the interview was confidential and voluntary and that their feedback would be used to help develop and refine the service model. All interviews with students were conducted in person (see Appendix 'B' for questions). Their comments are summarized below.

How Students First Heard About the Project

Students learned about the pilot project from a number of sources. Some were told of its existence by an administrator at the school from which they were expelled or by a School Board official. Some learned of the program as a result of parental inquiries to the expelling School Board about how their child may be able to return to a regular school program. One was referred by a probation officer and another by a social worker already involved with the youth and his family. All students reported that they felt the program was explained to them in a way they understood. None offered any suggestions concerning how the project staff could improve the process of informing students.

How They Understood Their Responsibilities in the Project

The youth reported that they were clear about their responsibilities upon entering the project. They knew they were expected to make their own appointments, attend all scheduled sessions, contact project staff if they were unable to keep their appointments, complete their homework assignments, and work cooperatively with staff.

What Youth Were Hoping to Get Out of the Project

Without exception, the young people saw their involvement in the project as a way to return to a regular school program. They understood that involvement in the project did not guarantee this, but all seemed certain that if they succeeded in their efforts they stood a good chance of being allowed to return to school. Some commented specifically that they were hoping to obtain help with their academic work. All young people interviewed said they felt free to ask for anything they needed from project staff.

The Most Important Thing Youth Needed to Know Before Starting

Youth were asked what they felt was the most important thing a young person had to know or understand about the project before beginning. Those that responded felt that a student would need to understand that this may be his last chance to get his life and

education back on track. The following poignant quote summarizes the consensus position of the young people interviewed, *"Take it seriously, because these people really want to help you"*.

What Specific Things Youth Learned in the Project That Would Help Them

When asked what specific things they had learned while in the project that would help them avoid getting into trouble at school or in the community again, the youth provided a variety of responses. Some reported that they had learned life skills that would help them control their anger and get along better with girlfriends, peers, and family members. One student admitted he now realized that learning can be "fun". Many made comments suggesting that they now realized the high cost of their violent or aggressive behaviour and regretted acting out. Two mentioned that they had changed their attitude toward teachers and stated that they would now try to trust them a little more and seek help before taking their frustrations out in the form of violent behaviour toward others. The following are verbatim quotes from the youth that highlight some of the things they had learned.

"Do what is in your own best interest, think for yourself, and don't follow friends who just want to cause trouble."

"I'm now more concerned about my school work, social activities are going to take a lower priority."

"My attitude is different. I still don't like being told what to do. But here they let me make my own choices."

"I've learned to organize my time and homework."

"I've learned to ignore people who are being idiots and to just walk away."

What Youth Liked Most About the Program

Young peoples' responses to the question about what they liked most about the project ranged widely though there was consensus on several issues. All liked the one-on-one relationship with staff, the quality of the relationship with staff, the fact that they had more choice about what they were learning and could go at their own pace, and that they did not feel pressured to perform. Two specifically mentioned they liked the fact that staff always had food on hand in case students were hungry. Two mentioned that they liked being able to work on the project's computer, and one stated specifically that he liked the way the York Mills office looked.

"Staff are open, not scared, and they believe in giving kids a second chance."

"Staff here are like real people, not like the teachers at my other school."

"I like coming here (to the York Mills office). There are too many distractions at home."

"It's real clear. If you cause trouble in the program you're out."

What Youth Liked Least About the Project

Six youth respondents had no specific comments to make in response to this question. The only comment made was about the distance the student had to travel by public transit to get to the York Mills office.

Youth Suggestions to Improve the Project

Four of the seven respondents had no suggestions to make and liked the project just the way it was. The other three had a few suggestions to make and their comments are presented verbatim below:

"Take the sign off the door and only have a number so people won't know what's going on inside."

"Get a bigger office so we can have our own desks."

"Work with more kids at once like a regular school."

"We need a chalkboard."

"Don't have the classroom so far away."

"More computer stuff"

Youth's Future Plans

All youth respondents stated that they wanted to return to a regular school program. Two wanted to return to the same school from which they were expelled. Three wanted to return to a different school in the same Board. Two wanted to return to a different school in a different Board.

How Project Staff Could Help Youth When They Returned to School

All respondents wanted to be able to stay in touch with project staff once they returned to a regular school program. They specifically wanted to be able to come for extra help with their academic subjects, attend the anger management group, phone to talk to someone if they felt they were going to get in trouble again, and be able to visit the project office if they were having academic or personal problems.

How Project Staff Could Help Youth At Home

Two students offered a response to this question. Both wanted project staff to help them work on their relationships with their parent or the parent's partner. Both mentioned the fact that a lot of yelling went on in their homes and they wanted staff to help everyone get along without so much anger and raising of voices.

How Being Expelled Helped Them

No young person in the project wanted to be expelled, and all found it to be an unpleasant experience. However, when asked if they felt they had received any benefit from the experience, all had comments to make. Their comments are presented verbatim below:

"I didn't want to be (expelled) but it did get me help for my problems and my school work."

"I realized it isn't worth always trying to be cool, getting into trouble, trying to be the bigshot."

"It turned me around. I was going downhill since grade seven."

"(The consequences of being expelled) helped me pay attention to what's going on. I look at things differently now."

"It got me into this program. That's helping a lot."

How Being Expelled Was Unhelpful

Two youth had a comment to make in response to this question. One felt that being expelled for a year wasted a year of his education and interfered with his development as an athlete. The other resented being away from school and the company of his friends.

Why Youth Felt They Were Expelled From School

Three students wished to make a comment on this question. All three simply acknowledged that they had done something wrong. However, one of the three students felt he didn't deserve to be expelled and that he had wrongly acquired a reputation for being a "trouble-maker" as a result of being in a fight last year which he said another student started.

What the Youth Could Have Done to Avoid Being Expelled

Four young people responded to this question. Their responses are presented verbatim.

"I could have just walked away."

"My parents warned me about the guy I got into trouble with. I should have listened."

"I should have left (the knife) at home. It was stupid bringing it to school."

"I should have gone to the principal or my teacher when the guy (I assaulted) first started bugging me."

What Others Could Have Done To Help the Youth Avoid Being Expelled

Five students felt that there was nothing anyone could have done to help them avoid being expelled from school. Two made only very brief comments.

"My friends could have held me back or talked me out of it (assault)."

"Teachers could have talked to me more and warned me about the consequences when I first started getting into trouble at school."

Section 6

Summary of Comments From Parent Interviews

Eight parents of the youth in the project agreed to be interviewed for the review, seven mothers and one father. All were informed that the interview was confidential and voluntary and that their feedback would be used to help develop and refine the service model. All interviews were conducted by phone (see Appendix 'C' for list of questions). Parents' comments are summarized below.

How Parents First Heard About the Project

Six parents first learned about the program when they were contacted by an official from the expelling School Board. One parent was referred to the program by a social worker already involved with the family. Another heard about the project from a story in the media. All felt that in their initial meeting with the Project Coordinator the model of service was explained to them in a way they understood. None had any criticisms or suggestions to make about how project staff could make it easier for parents to understand the project. All felt free to discuss with project staff their own ideas about their child's needs.

Parent Responsibilities While Their Child Was in the Project

Six parents stated that they felt it was their child who was responsible for his success in the program. These parents offered that they saw their role simply as a monitor of their child's progress, checking to see if homework was being completed and asking them if they were showing up for their sessions. One of the two other parents felt that it was their role to be actively supporting their son in every way she could. The other parent stated that she felt she had little influence on her son and any intrusion on her part would be a waste of time.

What Parents Hoped Their Child Would Get From the Project

All parents interviewed provided a response to this question. Their responses are summarized verbatim below. It was evident from parents' comments that they were expecting project staff to address their son's behavioural, attitudinal, and academic issues.

"Get some discipline."

"Sit back and think about his actions."

"Get more serious about his future plans, his education."

"Continue his education so he doesn't fall too far behind."

"Provide a smooth transition from being expelled back into his own school."

"Learn how to control his behaviour."

"Learn how to control his anger."

"Get help with his schooling."

The Most Important Thing A Parent Needed to Know Before Their Child Started

Only two parents made a comment in response to this question. Though they used different words to explain their feelings, both spoke to the same theme of needing to convince their son that this may be his last chance to salvage his education.

Specific Changes Parents Noticed as a Result of Their Child Being in the Project

All parents interviewed reported noticing changes in their son's attitudes and behaviours though the degree appeared to vary somewhat. Their comments are presented verbatim below. It is evident that the biggest changes parents noticed were in the area of interpersonal communications, attitude, and personal confidence and self-esteem.

"He has options now to deal with his problems at school."

"He has more confidence in being able to do his school work."

"He realizes he has to make better decisions."

"He definitely shows more maturity."

"He seems better able to respond in one-on-one situations."

"He is excited about going back to (a regular school program)."

"His attitude has changed, he's a little calmer."

"He has more insight into himself."

"He can talk more about what's bothering him."

"He's more responsible around the house now and doesn't argue as much."

"He's not as hyper or as violent as he used to be."

"He takes better care of himself and respects himself more."

What Parents Liked *Most* About the Project

The theme most predominant in parents' responses to this question was that they appreciated the individualized attention their child was getting from project staff. Three parents made specific mention of the fact that they liked the project staff and found them to be supportive and genuinely concerned about their son's education and well-being. One parent appreciated the feedback she received concerning her son's progress in the project.

What Parents Liked *Least* About the Project

Though parents unanimously agreed that the program was effective and had made a remarkable impact on their son's life, they reported there were a number of things they did not like about the program and wanted changed. A list of their suggestions is provided below. They wanted:

1. More wanted information provided to parents about their child's progress in the project.
2. Youth in the program to attend sessions at fixed times, not by appointment.
3. A full-time teacher and more hours of instruction per week.
4. Their son to attend the project everyday and more time for academic work.
5. A set classroom in one place like a regular school and one that was not so far away.

The most common complaint from parents was that they wanted the project's hours extended so their child could receive more time and instruction on his academic work. The second most commonly mentioned theme was that they wanted the project to be like a regular school, with a similar routine.

How Project Staff Could Support Youth Once He Returned to School

All parents reported that their sons intended to return to a regular school program. All felt that it was a good idea for project staff to stay in touch with their son after he returned to school. They hoped staff would be able to provide emotional support, tutoring in academic areas, and refresher sessions on anger management. One parent thought it was important for her son to know he had an adult friend *"out there pulling for him"*. None of the parents felt there was anything project staff could do to support their relationship with their son at home.

How We Can Prevent Students From Getting Expelled

Though none of the parents liked the idea of their child being expelled, four thought the experience was probably a good thing in the long run because it was helping him to "grow up" and take more responsibility for himself. Two parents stressed that no student should be expelled for life because that this was a form of punishment that did not fit their actions.

Seven of the parents provided suggestions concerning how we could help students avoid getting expelled from school in the first place. Two felt that we should be paying more attention to students when they are younger and helping them with their learning and emotional problems as soon as they first appear. One parent complained that her son was, *"Pushed from class to class, grade to grade, without getting any real help. He was just labeled and overlooked."*

One parent thought the education system was failing troubled students and advocated for putting more resources into helping students who were experiencing problems in their personal lives. Another wanted more educational materials produced and shown to all students that told the stories of other young people who had made poor decisions but who had turned their problematic life circumstances around.

The one parent who held a different view from the rest stated that there was nothing anyone could do because, *"A kid has to walk his own path and learn from his mistakes. Life is the most convincing teacher."*

Section 7

Summary of Comments From Project Staff & Key Informant Interviews

Project Staff & Volunteers

Project staff felt that the model continued to evolve in a manner beneficial to the clients. They were of the opinion that students appreciated the one-on-one support and generally made good use of their sessions. Most youth had made good progress in the project.

They stressed the importance of providing a mediated learning environment for clients. They mentioned the need to work with young people in the community and to provide them with the skills required to use a library, public transit, or anything else the youth needed to know. Working with youth in the community provided an opportunity to teach and model necessary life skills. Staff also felt that the project provided clients with access to adults who cared about them and who encouraged them to build on their strengths and work on their weaknesses in a supportive manner.

They shared the view that students really didn't appreciate the implications of being expelled. It was only once they are out in the community without their school friends and with nothing to do all day, that they became motivated to take some ownership for their education. They felt that while expulsion isolated the youth from their main source of social contact, in the end it helped them establish some priorities in their lives.

Project staff cautioned that the youths' understanding of expulsion was different from ours as adults. Consequently, it was imperative to constantly be asking oneself, "What is this kid's life all about." A helper can learn this by watching what the youth does, what he says, and what others say about him. "Assessing" a youth meant tuning in the whole child and decoding the meaning of things that happen to the young person. By sifting through these meaning structures, helpers would be in a better position to plan their interventions because they would more closely match the starting point of the youth. They also felt that learning needed to be relevant to the youth and that to build self-esteem helpers had to ensure that the client "knew he knew his stuff."

The two main criticisms expressed by staff was the need for the project to have a permanent home base and the need to have staff available on a full-time basis. They felt students needed to be able to reach members of the Core Resource Team at any time during the day. They felt that having a full-time presence in the office would encourage more student involvement. Providing service in different sites wasted the limited time staff had, time that could be better spent working directly with clients. Staff felt that their resources were stretched to the limit and if too many students were referred to the

program at once, some would have to go on a waiting list. Being available on a part-time basis only sometimes made it difficult for other service providers to reach staff.

Staff felt that the young people needed momentum once they entered the project. Coming in once or twice a week for a couple of hours would not help clients build momentum in their learning process.

Also needed was a budget sufficient enough to be able to afford: a VCR and monitor to show high impact visual learning materials; a black board; desks with carrels for independent working; a small resource library including a large visual dictionary and encyclopedia; and more stationery supplies and art materials. They stated that students can't do independent work if they lack the necessary educational materials to work with. They commented that some students arrive at the project office hungry and advocated for a small budget line to provide nutritious snacks.

One other area of major concern was the lack of a working relationship with expelling School Boards. They had the impression that once a student was expelled, Board personnel washed their hands of the youth, and wanted nothing more to do with him. Staff complained that to do an effective job, they needed access to more information, including all available records and the former teachers of the expelled student.

Staff also felt that the profile of the project needed to be improved. Marketing and advertising of the project was an important issue because many School Board and social service agency personnel were unaware of the project's existence.

School Board Administrators

Three School Board administrators whose former students had been referred to the project were interviewed for the review. Their views on the referral process, efficacy of the service, re-entry of the student into a regular school program, and prevention were explored.

Administrators were satisfied with the model of service provided by the pilot project and felt that it provided a much needed and valuable resource for students expelled for violent behaviour. They felt that it created for expelled students an opportunity to reassess their lives and face fully the consequences of their choices. It also provided them with an opportunity to obtain the support they needed to begin sorting out their personal and learning or academic problems. They very much respected the work of project staff and were appreciative of the importance of the individual attention staff were able to provide to students. They felt it was crucial that the project staff made every effort to match interventions with the learning style of the student.

All administrators emphasized that having to expel a student was always a difficult decision and presented them with a dilemma. No educator took this step lightly. Administrators were acutely aware of the difficulties expulsion presented for students and

their families and all appreciated the fact that these youth typically had many problems in their personal lives. However, they also recognized that they had a responsibility to maintain a safe learning environment in their schools and a need to have a form of sanction that matched the seriousness of the behaviour of the violent and aggressive student. Expulsion marked for all students the boundary of behaviour that would not be tolerated in school.

Administrators also stated that contrary to the opinion of some, School Board officials did not see the pilot project as a "dumping ground" for their troubled students, since most Boards went to extraordinary lengths to help and support young people using their own resources. Expulsion was always a last resort.

Two cautionary points about the project were raised. One came in the form of a question; *"Though I totally support the idea of helping young people turn their lives around I have to ask myself, 'if expelled students are offered a "safety net" then what does "expulsion" mean. Giving expelled students another option basically defeats the purpose of expulsion doesn't it?'"* The second was a warning that with the existence of the project we had to be careful that expulsion was not seen as just another form of suspension.

Referral to the Project

In terms of the process of referral, administrators thought that it would be a good idea to provide a simply written brochure or other materials about the service to students and their families. Contrary to parental perceptions that they felt they understood the project before their child started, one administrator felt that both parents and students would be highly stressed during the initial contact interview and might not grasp all they needed to know about the time commitment, workload, and the project staff's expectations.

Administrators said that students who were expelled from their Board were informed about the project. This was done in a number of ways. One Board provided a letter to the students and his parents outlining the options available, including a suggestion that they consider the project. Another informed the family and their lawyer about the existence of the project at a pre-expulsion hearing.

One administrator advocated that we should not wait too long between the date of formal expulsion and the time when the student starts in the project. In this person's opinion, the expulsion process was already long, and by the time it ended the young person had "cooled off" and he/she and the family were motivated and anxious to get moving.

Transitioning Back to a Regular School Program

The transition process back to a regular school program was considered by all administrators to be of the utmost importance. They were emphatic that expulsion was the ultimate consequence and students needed to demonstrate to the complete satisfaction of the Board that they were ready and able to return. They stated that the decision to re-

admit a student was the receiving Board's alone to make and that all administrators should think through carefully the criteria for re-admission of any expelled student. No School Board should re-admit a student without a careful plan for the transition. They all said they would consider seriously any recommendations provided by project staff and would add their comments to all the information that would have to be considered in the Board's review process. Administrators also suggested that it would be important for project staff to stay involved with the youth during the transition process to provide support and assistance when needed to the student or the teaching or support staff of the receiving school.

Two administrators suggested that it might be appropriate for some returning students to spend time in a transition phase and attend classes in an alternative school setting. This would give these students time to readjust and provide teachers with an opportunity to assess their readiness. They felt that the people who should consult to determine the student's readiness were those who made the original decision to expel since they would be most familiar with the particulars of the case. Their decision to re-admit could be supported by the assessment of the project staff and the opinion of teachers in the transition or alternative program. It was also felt that some students might be able to return directly to a regular school program if they were able to demonstrate that they had made a serious effort to address the problems that lead to their expulsion.

Prevention and Early Intervention

Administrators felt that School Boards are doing more than they have ever done before to support troubled students. They also acknowledged that our society has changed significantly over the past ten years and continues to do so. Education administrators are struggling to keep up with all the demands this has placed on teachers, students, and the resources of School Boards. Consequently, some young people are going to fall through the cracks or have needs that the schools may not be able to address, certainly not on their own. Many students in a school possess the same risk factors and needs as those who end up getting expelled, but are better able to cope. Also, many students who do get into trouble serious enough to warrant expulsion give little advance warning they are about to escalate their behaviour.

Administrators were of the opinion that School Boards do make efforts to work with troubled students and their families, but it was often very difficult to get parents to follow through. Some parents do not want help and see the efforts of educators or support staff as an intrusion into their lives. Some families are so stressed that their child's problems are just too much to cope with. These parents feel overwhelmed and place unrealistic expectations on the school to solve the young person's problems without parental support or involvement. These reservations aside, they still felt it was important, in terms of prevention, for schools to work closely with students and their families and other agencies to try and address the student's problems as early in their lives as possible.

Administrators felt that the student who got expelled was typically an impulsive, troubled kid but not necessarily the most dangerous. Because of their impulsiveness and lack of forethought, they were the ones who got caught for the kinds of behaviour other students got away with unnoticed. The really threatening students, who were a very small minority, typically ended up directly in the criminal justice system and usually in custody.

Suggestions For Project Development

All administrators felt that the project hours should be increased and the staff be hired on a full-time basis. They saw a half-time schedule as being insufficient to the task of meeting all the often complex needs of the students. In their opinion, expelled students needed more time to work on their academic subjects, learning difficulties, life skills, and other personal problems. They felt there should be more opportunities for group work so that the young people could try out and practice the anger management, communication, and other skills they were learning in the project.

They felt that there should be a minimum time specified for involvement in the project and no set maximum. It was also suggested that students should "earn" their way out of the project by demonstrating that they had successfully met their learning and other objectives. Administrators felt that a minimum stay in the program should be specified in order to ensure that all the basic skills and information the student would need to re-enter a regular school program were covered.

One administrator felt that the project provided an invaluable resource to School Boards and that collectively they may be able to provide financial or other types of support and resources so that the project could operate on a full-time basis. They all shared a concern that there would be a huge vacuum if the project ceased to exist at the end of its trial period.

Section 8

Summary & Recommendations For Project Development

It is evident from the review that the project has remained true to the vision of providing an effective, individualized, and high support service to students expelled for violent behaviour. Parents, students, and key informants all agree that the service provided by staff has had a positive impact on clients. Project staff have evolved a supportive "mediated learning" environment that, so far, has helped four students return to a regular school program.

The service model is still in evolution and its development has been shaped primarily by the diverse needs of the students in the project. It seems apparent that much of its continued development will depend on the allocation of additional financial and material resources. It is evident that having staff and a service available on a part-time basis only, greatly limits the time staff can spend with students, the range of services that can be offered, the efforts needed to work with receiving schools once students return, the availability of staff to provide post-project supports for students who have returned to school, and the work needed to promote the project and build more linkages with the wider youth-serving community.

Findings in the project review suggest making one amendment to *Challenging Problems, Hard Choices*, the Ministry's guidelines for the development of support programs for students expelled for violent behaviour. Specifically, students in the project appear to prefer an established program site that more closely resembles a conventional classroom environment. The guidelines suggest providing services in non-school settings in the youth's community and avoidance of the use of a fixed or permanent project site. However, each community should continue to have the flexibility to make their own decisions about the location of the service delivery based on the needs of students and local resources.

The following recommendations for future project development are based on the review findings and the comments of respondents.

1. Fund the project so that it can be operated on a full-time basis.
2. Explore the potential for referring School Boards to contribute financial and other resources to permit the project to operate on a full-time basis.
3. Provide staff with discretionary funds for the purchase of supplies, educational material, food, and other incidentals needed in the everyday operation of the project.

4. Establish a permanent site for the project.
5. For students who live too far from the office to travel by public transit, allow some flexibility for staff to travel to them to provide instructional services and other supports.
6. Obtain the textbooks, curriculum materials, and capital equipment to match the resources of a normal school classroom setting.
7. Develop the use of volunteers in the project. Volunteers may be able to provide tutoring and other supports to students, freeing up staff time to provide more types of service to clients.
8. Develop a more articulated plan for how the Core Response Team will provide support to students returning to school and work with staff of schools receiving project graduates.
9. Develop a parent outreach strategy.
10. Develop a detailed information brochure that outlines the program for parents, students, educators, and the public.
11. Develop a promotional strategy that creates more awareness of the project in the wider youth-serving community.
12. Continue to develop linkages to community support services that can be utilized by young people in the project.

Appendix 'A'

References

Mathews, F. (1995). *The Badge & the Book: Building Better School-Based Police Programs to Address Youth Violence*. Ottawa: Solicitor General Canada.

Mathews, F. (1994). "Drawing Lines and Circles: Responding to Youth Violence." *Orbit*, 25(3). Toronto: O.I.S.E. Press/Nelson Canada.

Mathews, F. (1993). *Youth Gangs on Youth Gangs*. Ottawa: Solicitor General Canada.

Appendix 'B'

Client Satisfaction Survey

Pilot Program For Expelled Students Client Satisfaction Questionnaire

CONFIDENTIAL

Thank you for agreeing to participate in this interview. The purpose of the interview is to learn about your experiences in the program so we can improve the services we offer to other young people in your situation. Your answers will be kept confidential so no one will know what you say. You may refuse to answer any question or stop the interview at any time.

Code: _____

Date: _____

1. How old were you when you were expelled? _____ How old are you now? _____
2. What grade were you in when you were expelled?
3. How long have you been in the program?
4. How long were you out of school before you started in the program?
5. How did you find out about the program?
6. Was the program explained to you in a way that you understood?
7. Were you clear about your responsibilities as a participant in the program?
8. Is there anything staff could do to make it easier for students to understand the program before they get started?
9. What were you hoping to get from the program that would help you?
10. Did you feel free to ask for what you wanted/needed from the program?
11. What is the most important thing a student should know or understand about the program before getting started?
12. What specific things have you learned in the program that would help you avoid difficulty at school again?
13. What specific things have you learned in the program that would help you avoid getting into trouble outside of school?
14. What do you like most about the program?

15. What do you like least about the program?

16. What things would you change about the program to make it more effective in helping students in your situation?

17. Do you plan to return to a regular school program in the future?

18. What could the program staff do to help you once you return to school?

19. If you do not intend to return to school how could the program staff help you with your other plans?

20. Is there anything the program staff can do to help you with your life at home?

21. Is there anything else you'd like to say about your experiences in the program that haven't been covered in the above questions?

I'd like to ask you a few questions about the circumstances that led to your being expelled from school. The purpose of asking these questions is to learn more about what we need to do to help students avoid being expelled from school in the first place.

22. How has being expelled from school helped you in any way?

23. How has being expelled not helped you?

24. Why do you feel you were expelled from school?

25. What could you have done differently to avoid being expelled from school?

26. What things could others have done that would have helped you avoid being expelled from school?

Appendix 'C'

Parent Survey Questions

Pilot Program For Expelled Students Parent Telephone Interview

CONFIDENTIAL

Thank you for agreeing to take part in the evaluation of the pilot project. Responses given to the following questions will be kept completely confidential. We are interested in your opinions about the program so we may be able to improve our services to the students and their families.

1. How did you find out about the program?
2. Was the program explained to you in a way that you understood?
3. Were you clear about your responsibilities while your son/daughter was a participant in the program?
4. Is there anything staff could do to make it easier for parents to understand the program before their child gets started?
5. What were you hoping your son/daughter would get from the program that would help him/her?
6. Did you feel free to discuss with staff your own ideas about what your son/daughter needed from the program?
7. What is the most important thing a parent should know or understand about the program before their child gets started?
8. What specific things has your son/daughter learned in the program that would help him/her avoid getting into trouble at school again?
9. What specific things has your son/daughter learned in the program that would help him/her avoid getting into trouble outside of school?
10. What do you like most about the program?
11. What do you like least about the program?
12. What things would you change about the program to make it more effective in helping students your son's/daughter's situation?
13. What things would you change about the program to make it more effective in helping parents or families in your situation?
14. Does your son/daughter plan to return to a regular school program in the future?
15. What could the program staff do to help him/her once he/she returns to school?

16. If he/she does not intend to return to school how could the program staff help him/her with these other plans?
17. Is there anything the program staff does or can do to support your relationship with your child at home?
18. Is there anything else you'd like to say about you or your son's/daughter's experiences with the program that haven't been covered in the above questions?
19. What kinds of things can we do to help prevent any student from being expelled from school?

Appendix 'D'

Interview Questions for Staff & Key Informants

1. In what specific ways did the pilot project help students?
2. In what specific ways was the project not helpful for students?
3. In what specific ways did the pilot project help parents or other family members?
4. In what specific ways was the project not helpful to parents or other family members?
5. What, if anything, did you not like about the pilot project?
6. In what ways could the project be changed or improved to help parents and students?
7. What are your perceptions of the project overall?

Appendix 'E'

Guidelines For the Development of the Pilot Project

Appendix E: Confidentiality Policy

1. The purpose of this policy is to ensure that all information collected, stored, and transmitted by the organization is protected from unauthorized access, use, or disclosure.
2. This policy applies to all employees, contractors, and third parties who have access to the organization's information.
3. Information is defined as any data, whether electronic or physical, that is created, received, or transmitted by the organization.
4. Confidential information is information that is sensitive and its unauthorized disclosure could cause harm to the organization or its stakeholders.
5. Confidential information includes, but is not limited to, financial data, customer information, and trade secrets.
6. Confidential information must be protected by appropriate security measures, including physical and technical controls.
7. Confidential information must be handled in accordance with the organization's security policy.

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

January, 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		31st	1	2	3	4
		French Language Section 19:00 hours	* 1	* Program 18:15 hours ?		
5	6	7	8	9	10	11
		Operations and Finance 18:15 hours	* 1	Personnel and Organization 18:15 hours followed by Program ?		
12	13	14	15	16	17	18
			Special Education Advisory Committee 19:00 hours	Board 20:00 hours		
19	20	21	22	23	24	25
26	27	28	29	30	31	
		Chairs 17:30 hours				

1996 10 03

TO: Chairman and Members
Program Committee

FROM: Elizabeth Bond
Superintendent of Program

RE: Identification, Placement and Review Committee Process May/June 1996

REPORT CLASSIFICATION: For Information

Background:

The Board of Education for the City of Hamilton provides a continuum of services for exceptional students. In 1992, a comprehensive survey of stakeholders recommended changes to the service delivery model. The *Action Team Report* passed by the Board, recommended the following:

- 1) *"That the needs of all students including exceptional students should be met wherever possible in their neighbourhood school.*
- 2) *Resources to support program delivery to all students including exceptional students must continue to be applied at the school and within the classroom.*
- 3) *It is essential that a range of programs be provided given the unique and varying needs of the student population."*

In 1995, the Ministry of Education and Training developed draft revisions to Regulation 305 which stated that:

"The Identification, Placement and Review Committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services would meet the pupil's needs and is consistent with parental preferences.

If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned above, the committee shall decide in favour of placement in a regular class."

In April, 1996, as a result of the report of the Transportation Working Group the Board passed the following motion:

That the transportation of special education, excluding 10% of the budget for self-contained classes (for further review) be approved.

This resulted in a review of the IPRC process.

Issue:

To share with SEAC the Identification, Placement and Review Committee process that was organized and implemented in May/June 1996.

Recommendation:

That this report be received for information.

1991/002

Chapman, J. L. (1991)

Journal of the American Academy of Child and Adolescent Psychiatry

Volume 30, Number 1, February 1991

Abstracts

Abstracts of articles published in the Journal of the American Academy of Child and Adolescent Psychiatry, Volume 30, Number 1, February 1991.

The following abstracts are from the articles published in this issue of the Journal. The abstracts are presented in the order in which they appear in the table of contents.

1. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 1-10.**
2. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 11-20.**
3. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 21-30.**
4. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 31-40.**

The following abstracts are from the articles published in this issue of the Journal. The abstracts are presented in the order in which they appear in the table of contents.

5. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 41-50.**
6. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 51-60.**
7. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 61-70.**
8. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 71-80.**

The following abstracts are from the articles published in this issue of the Journal. The abstracts are presented in the order in which they appear in the table of contents.

9. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 81-90.**
10. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 91-100.**

The following abstracts are from the articles published in this issue of the Journal. The abstracts are presented in the order in which they appear in the table of contents.

11. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 101-110.**
12. **Chapman, J. L. (1991). The effects of family structure on the development of children's self-concept. Journal of the American Academy of Child and Adolescent Psychiatry, 30(1), 111-120.**

The following abstracts are from the articles published in this issue of the Journal. The abstracts are presented in the order in which they appear in the table of contents.

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APPENDIX 1

STEPS INVOLVED IN THE PROCESS

Schedule:

April 29, May 1, May 6:	Transportation Implementation Committee Meetings
May 7 & 8:	Principal/Special Education Representative Inservices re: IPRC process.
May 7 & 8:	Meetings for Parents of Students in Special Education Classes
May 8 - 17:	In-School IPRC Annual Reviews (regular class placement)
May 23-31:	System IPRCs and IPRC Annual Reviews
June 3-5:	Special education class placement meetings
June 10:	Special class accommodations finalized

Inservice Training

April 15: Learning Centres: A Generic Model
 May 1: : Learning Centres : Storefronts
 May 15: Learning Centre workshop for school administrators

Identification, Placement and Review Committee Teams:

Fifty-one IPRC teams heard presentations on 851 students in seven days. Principals, vice-principals, special education consultants and team leader, and learning resource teachers formed the IPRC teams.

To ensure consistency across the number of IPRCs, an in-service package and script was delivered to each chairperson and member of the committee. Criteria for placement were included in the training package. Chairs were trained in the procedures to follow. To ensure a perspective of the continuum of each exceptionality, IPR Committees were consistent by exceptionality.

Accommodation Process:

Special Education Services and Accommodation Committee Principals worked together to determine special class accommodation. Federation representatives monitored the process. Consideration was given to the current placement of the class, transportation requirements (i.e. home schools), and principal requests.

APPENDIX

LIST OF REFERENCES

Author	Title
Adams, J. H. & J. L.	Investigation of the effects of the 1964
Adams, J. H.	Investigation of the effects of the 1964
Adams, J. H.	Investigation of the effects of the 1964
Adams, J. H.	Investigation of the effects of the 1964
Adams, J. H.	Investigation of the effects of the 1964
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Adams, J. H.	Investigation of the effects of the 1964

APPENDIX

Adams, J. H. & J. L. (1964). Investigation of the effects of the 1964

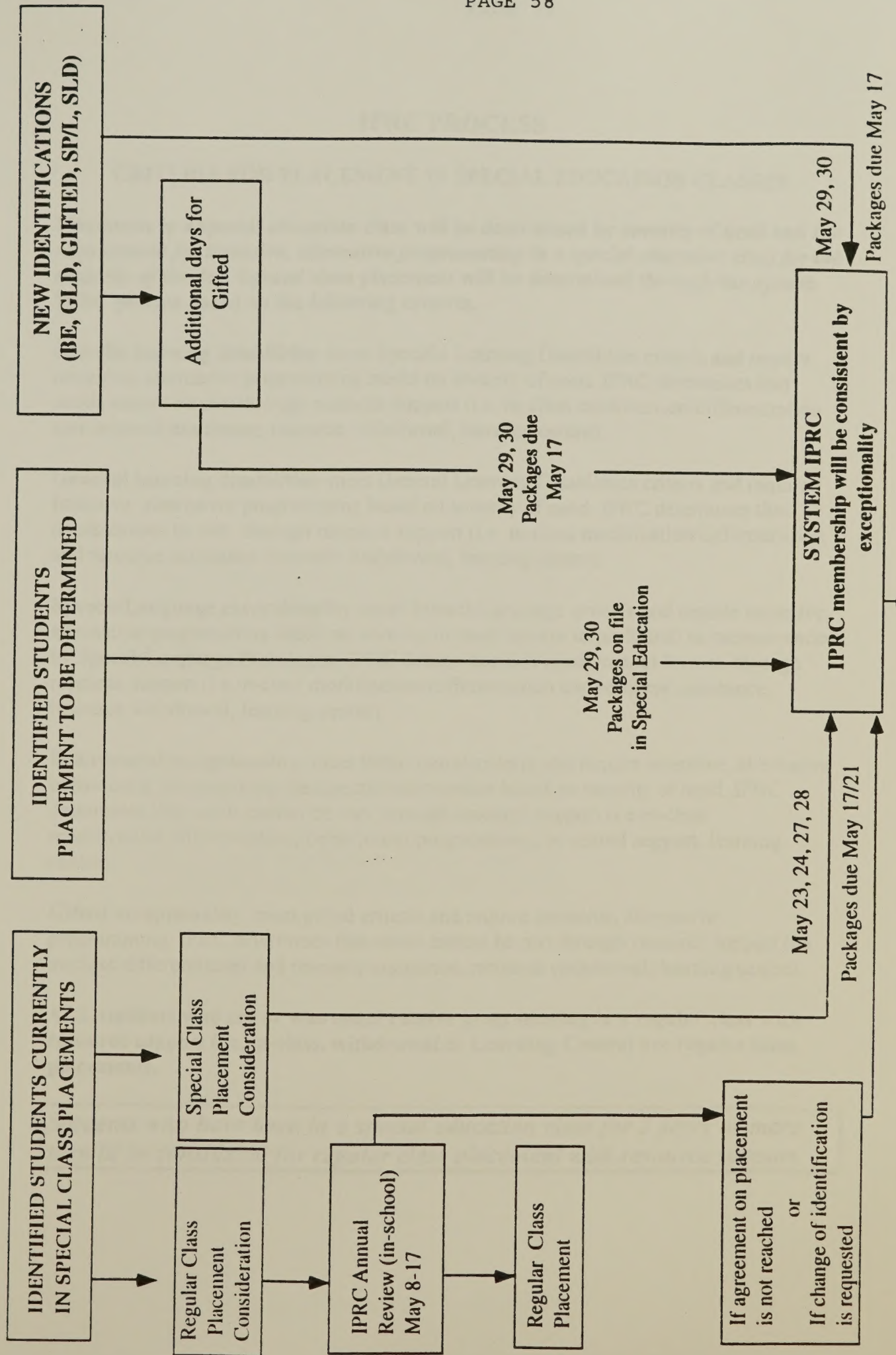
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Adams, J. H. & J. L. (1964). Investigation of the effects of the 1964

Adams, J. H. & J. L. (1964). Investigation of the effects of the 1964

APPENDIX

Adams, J. H. & J. L. (1964). Investigation of the effects of the 1964





IPRC PROCESS

CRITERIA FOR PLACEMENT IN SPECIAL EDUCATION CLASSES

Placement in a special education class will be determined by severity of need and the requirement for intensive, alternative programming in a special education class for the majority of the day. Special class placement will be determined through the system IPRC process based on the following criteria.

Specific learning disabilities: meet Specific Learning Disabilities criteria and require intensive, alternative programming based on severity of need. IPRC determines that needs cannot be met through resource support (i.e. in-class modification/differentiation and resource assistance, resource withdrawal, learning centre).

General learning disabilities: meet General Learning Disabilities criteria and require intensive, alternative programming based on severity of need. IPRC determines that needs cannot be met through resource support (i.e. in-class modification/differentiation and resource assistance, resource withdrawal, learning centre).

Speech/Language exceptionality: meet Speech/Language criteria and require intensive, alternative programming based on severity of need (severe to profound) as recommended by Speech/Language Pathologist. IPRC determines that needs cannot be met through resource support (i.e. in-class modification/differentiation and resource assistance, resource withdrawal, learning centre).

Behavioural exceptionality: meet Behavioural criteria and require intensive, alternative behavioural programming/therapeutic intervention based on severity of need. IPRC determines that needs cannot be met through resource support (i.e. in-class modification/differentiation, behavioural programming, in-school support, learning centre).

Gifted exceptionality: meet gifted criteria and require intensive, alternative programming. IPRC determines that needs cannot be met through resource support (i.e. in-class differentiation and resource assistance, resource withdrawal, learning centre).

ALL students who are or who could receive programming in a regular class with resource support (i.e. in-class, withdrawal or Learning Centre) are regular class placements.

Students who have been in a special education class for 2 years or more should be considered for regular class placement with resource support.

THE PROCEEDINGS

STATEMENT OF FACTS IN THE CASE OF

The following is a statement of facts as given by the witness in the case of the above named person, who was examined on the 10th day of June, 1901, at the residence of the witness, and who was then a resident of the city of New York.

The witness is a female, born on the 10th day of June, 1870, at the residence of her father, and who was then a resident of the city of New York.

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THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Meeting for Parents of Students in Special Education Classes

The Hamilton Board of Education invites all parents of students in Special Education Classes for General Learning Disabilities (GLD), Specific Learning Disabilities (SLD), Speech and Language Exceptionalities (Sp/L) and Behavioural Exceptionalities (BE) to attend one of the following meetings:

**Tuesday, May 7, 7:00 pm
Gymnasium/Auditorium
at G.L. Armstrong School
460 Concession St.**

or

**Wednesday, May 8, 7:00 pm
Main Auditorium, 1st floor
at Hamilton Board of Education,
Education Centre, 100 Main St. West**

The purpose of these meetings is to provide information on future directions of Special Education Program Delivery for students with the exceptionalities identified above.

At these meetings, board staff will introduce and answer questions about:

- ➡ plans to reduce the number of special education classes
- ➡ implications of budget reductions for special education transportation

We Look Forward to Meeting With You.

APPENDIX 3

**# OF ELEMENTARY SPECIAL EDUCATION CLASSES
SEPTEMBER, 1996**

Type of Class	Level of Class					
	Preschool/ Kdgn	Primary	Primary/ Junior	Junior	Inter- mediate	Total
Behavioural		1		2	6	9
General Learning Disability		2	1	1	3	7
Gifted				4	8	12
Specific Learning Disabilities		3	1	10	6	20
Speech & Language		4	2			6
Communications (SLD/S&L)				1	3	4
Comprehensive					5	5
Autistic		1		1	1	3
Deaf/Hard of Hearing	2*	1	1	1	1	5
Developmentally Disabled		3	1	2	2	8
Multiple		1	1	1	1	4
Orthopaedic		1		2		3
Total	2*	17	7	25	36	86

(*1/2 time Classes)

Appendix 4

Elementary Special Education Classes 1996-1997**SPECIFIC LEARNING DISABILITY**

Peace Memorial (Primary)
 Sanford (Primary)
 Sir Wilfrid Laurier (Primary)
 Roxborough Park (Primary/Junior)
 Holbrook (Junior)
 Ridgemount (Junior)
 Richard Beasley (Junior)
 Robert Land (Junior)
 Gibson (Junior)
 Fairfield (Junior)
 Strathcona (Junior)
 Dr. Davey (Junior)
 Queen Mary (Junior)
 Seneca (Junior)
 Chedoke (Intermediate)
 W.H. Ballard (Intermediate)
 Queen Mary (Intermediate)
 Tweedsmuir (Intermediate)
 Memorial (Intermediate)
 Dalewood (Intermediate)

COMMUNICATIONS (SLD/S&L)

Sir Wilfrid Laurier (Junior)
 Hillcrest (Intermediate)
 Elizabeth Bagshaw (Intermediate)
 Highview (Intermediate)

SPEECH & LANGUAGE

Pauline Johnson (Primary)
 Franklin Road (Primary)
 Robert Land (Primary)
 Sir Wilfrid Laurier (Primary)
 Eastmount Park (Primary/Junior)
 Centennial (Primary/Junior)

GENERAL LEARNING DISABILITY

Queen Mary (Primary)
 Dr. Davey (Primary)
 Linden Park (Primary/Junior)
 Queen Mary (Junior)
 R.A. Riddell (Intermediate)
 Tweedsmuir (Intermediate)
 Hillcrest (Intermediate)

BEHAVIOURAL

King George (Primary)
 Huntington Park (Junior)
 Lloyd George (Junior)
 Lawfield (Intermediate)
 Cardinal Heights (Intermediate)
 Bennetto (Intermediate)
 Hillcrest (Intermediate)
 Tweedsmuir (Intermediate)
 Memorial (Intermediate)

GIFTED

Fernwood Park (Junior)
 Holbrook (Junior)
 Viscount Montgomery (Junior)
 Queen Victoria (Junior)
 Westview (Intermediate)
 Hampton Heights (Intermediate)
 Dalewood (Intermediate)
 W.H. Ballard (Intermediate)

COMPREHENSIVE

Chedoke (Intermediate)
 Viscount Montgomery (Intermediate)
 Bennetto (Intermediate)
 Tweedsmuir (Intermediate)
 Memorial (Intermediate)

MULTIPLE

Helen Detwiler (Primary)
 Woodward (Primary/Junior)
 Queen Victoria (Junior)
 Highview (Intermediate)

DEVELOPMENTAL DISABILITY

Seneca (Primary)
 Lisgar (Primary)
 Centennial (Primary)
 Huntington Park (Primary/Junior)
 Seneca (Junior)
 Viscount Montgomery (Junior)
 Viscount Montgomery (Intermediate)
 Highview (Intermediate)

PHYSICAL

Holbrook (Primary)
 Holbrook (Junior)
 Lisgar (Junior)

AUTISTIC

Westwood (Primary)
 Westwood (Junior)
 Highview (Intermediate))

DEAF/HARD OF HEARING

Queensdale (Preschool/Kindergarten)
 Queensdale (Primary)
 Queensdale (Primary/Junior)
 Queensdale (Junior)
 G.L. Armstrong (Intermediate)

ASSESSMENT

Glen Echo

Date: 1996 10 03

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Textbook and Learning Material Approval as per Circular 14: Addendum

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary schools.

RECOMMENDATIONS

That the name of the learning materials as listed be approved for use in elementary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code	Explanation
1	Ministry's Circular 14 approval or Ministerial Letter of Approval.
2	Approval under provision "3B" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Français, Literature in Modern Languages, The Classics.
3	Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers.
8	Class-set approval.
9	Reference book approval (2-10 copies only) including teachers' editions.

Chapter 1: Introduction

1.1 The Role of the Teacher

1.2 The Role of the Student

1.3 The Role of the School

Chapter 2: The Learning Process

2.1 The Learning Process: A Definition

2.2 The Learning Process: A Model

Chapter 3: The Learning Environment

3.1 The Learning Environment: A Definition

3.2 The Learning Environment: A Model

Chapter 4: The Learning Process and the Learning Environment

4.1 The Learning Process and the Learning Environment: A Definition

Chapter 5: The Learning Process and the Learning Environment: A Model

5.1 The Learning Process and the Learning Environment: A Definition

Conclusion

5.2 The Learning Process and the Learning Environment: A Model

5.3 The Learning Process and the Learning Environment: A Model

5.4 The Learning Process and the Learning Environment: A Model

5.5 The Learning Process and the Learning Environment: A Model

5.6 The Learning Process and the Learning Environment: A Model

TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST 1996/97 ADDENDUM

October 3, 1996

Page 1

Text Title	Publisher	Material Type	Appr. Code	Edition	Orig. Publisher	Order Price	Text Number
Collections for Young Scholars, Vol. 1, Book1	McGraw-Hill	Book	3		Open Court	20.95	22921
Collections for Young Scholars, Vol. 1, Book2	McGraw-Hill	Book	3		Open Court	20.95	22921
Collections for Young Scholars, Vol. 2, Book1	McGraw-Hill	Book	3		Open Court	23.95	22921
Collections for Young Scholars, Vol. 2, Book2	McGraw-Hill	Book	3		Open Court	23.95	22921
Collections for Young Scholars, Vol. 3, Book1	McGraw-Hill	Book	3		Open Court	24.95	22921
Collections for Young Scholars, Vol. 3, Book2	McGraw-Hill	Book	3		Open Court	24.95	22921
Collections for Young Scholars, Vol. 4, Book1	McGraw-Hill	Book	3		Open Court	25.95	22921
Collections for Young Scholars, Vol. 4, Book2	McGraw-Hill	Book	3		Open Court	25.95	22921
Collections for Young Scholars, Vol. 5, Book1	McGraw-Hill	Book	3		Open Court	26.95	22921
Collections for Young Scholars, Vol. 5, Book2	McGraw-Hill	Book	3		Open Court	26.95	22921
Collections for Young Scholars, Vol. 6, Book1	McGraw-Hill	Book	3		Open Court	27.95	22921
Collections for Young Scholars, Vol. 6, Book2	McGraw-Hill	Book	3		Open Court	27.95	22921
Reading/Writing Connection, Part A & B	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Vol. 1, Bk. 1	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Vol. 1, Bk. 2	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Grade 2	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Grade 3	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Grade 4	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Grade 5	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection, Grade 6	McGraw-Hill	Book	3		Open Court	7.00	22921
Reading/Writing Connection Resp. Guide Gr. 2	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Reading/Writing Connection Resp. Guide Gr. 3	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Reading/Writing Connection Resp. Guide Gr. 4	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Reading/Writing Connection Resp. Guide Gr. 5	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Reading/Writing Connection Resp. Guide Gr. 6	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Explorer's Notebook, Grade 2	McGraw-Hill	Book	3		Open Court	7.00	22921
Explorer's Notebook, Grade 3	McGraw-Hill	Book	3		Open Court	7.00	22921
Explorer's Notebook, Grade 4	McGraw-Hill	Book	3		Open Court	7.00	22921
Explorer's Notebook, Grade 5	McGraw-Hill	Book	3		Open Court	7.00	22921
Explorer's Notebook, Grade 6	McGraw-Hill	Book	3		Open Court	7.00	22921
Explorer's Notebook, Resp. Guide, Gr. 2	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921

Text Title	Publisher	Material Type	Appr. Code	Edition	Orig. Publisher	Order Price	Text Number
Explorer's Notebook, Resp. Guide, Gr. 3	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Explorer's Notebook, Resp. Guide, Gr. 4	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Explorer's Notebook, Resp. Guide, Gr. 5	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Explorer's Notebook, Resp. Guide, Gr. 6	McGraw-Hill	Teach. Guide	3		Open Court	7.50	22921
Framework for Effective Teaching - Part A	McGraw-Hill	Book	3		Open Court	32.50	22921
Framework for Effective Teaching - Part B	McGraw-Hill	Book	3		Open Court	32.50	22921
Framework for Effective Teaching - Gr. 1, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 1, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 2, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 2, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 3, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 3, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 4, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 4, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 5, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 5, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 6, Bk. 1	McGraw-Hill	Book	3		Open Court	65.00	22921
Framework for Effective Teaching - Gr. 6, Bk. 2	McGraw-Hill	Book	3		Open Court	65.00	22921
Phonic Awareness and Phonics Kit	McGraw-Hill	Kit	3		Open Court	270.00	22921
Phonics Review Kit Grade 2	McGraw-Hill	Kit	3		Open Court	235.00	22921
Phonics Review Kit Grade 3	McGraw-Hill	Kit	3		Open Court	235.00	22921
Phonics Minibooks - Part 1	McGraw-Hill	Book	3		Open Court	450.00	22921
Phonics Minibooks - Part 2	McGraw-Hill	Book	3		Open Court	450.00	22921
Look Who's Reading - Big Book	McGraw-Hill	Book	3		Open Court	37.50	22921
Animals - Big Book	McGraw-Hill	Book	3		Open Court	37.50	22921
Captain Bill Pinkney's Journey - Big Book	McGraw-Hill	Book	3		Open Court	37.50	22921
Machines in Our Garden - Big Book	McGraw-Hill	Book	3		Open Court	37.50	22921
Reading Together - Big Book	McGraw-Hill	Book	3		Open Court	37.50	22921
Reading Together - Little Book	McGraw-Hill	Book	3		Open Court	23.25	22921
Phonics Minibooks	McGraw-Hill	Book	3		Open Court	19.50	22921
Step-by-Step Practice Stories	McGraw-Hill	Book	3		Open Court	8.25	22921
Writer's Handbook	McGraw-Hill	Handbook	3		Open Court	8.25	22921

AGENDA
PROGRAM COMMITTEE
1996 11 07

URBAN MUNICIPAL

Confirmation of the minutes of the regular meeting of 1996 10 03.

NOV 8 1996

GENERAL

GOVERNMENT DOCUMENTS

BUSINESS ARISING FROM THE MINUTES:

1. ** Correspondence from the Ministry of Education and Training re the Evaluation Report: Model Program for Expelled Students
2. Report re The Introduction of a Pilot Course in Education About Religion in Elementary Schools
Pages 1 to 11
and Separate Package [Appendix II]
3. Verbal Update re Partnership for an East End Environmental Centre

NEW BUSINESS:

1. Presentation by Ontario Secondary School Students' Association Page 12
2. Update on the Implementation of the Secondary Retention Action Plan
- Requested by Trustee Orban
3. Report of the Supervised Alternative Learning for Excused Pupils Committee Pages 13 to 14
4. Update: Secondary School Reform Consultation Process See Separate Package

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Correspondence from the Hamilton Council of Home and School Associations re Non-mandated Programs [referred at the 1996 10 17 Board] Page 15

*****Members are requested to bring their copy of this Correspondence [from the October Program Committee Agenda] to the meeting.***

DATE: 1996 11 07

TO: Chairman and Members
Program Committee

FROM: Dr. Frank Cooke
Assistant Superintendent of Program

RE: The Introduction of a Pilot Course in Education About Religion
in Elementary Schools

REPORT: Information/Decision

BACKGROUND:

On January 30, 1990 the Ontario Court of Appeal struck down subsection 28 (4) of Regulation 262, concerning the teaching of religion in the public elementary schools. However, the court also ruled that education designed to teach *about* religion, without indoctrination in a particular religious faith, did not contravene the Canadian Charter of Rights and Freedoms. On December 6, 1990 the sections of Regulation 262 governing religion in public schools were amended, with the revised policy being stated in Policy/Program Memorandum No. 112 (Appendix 1). Subsequently, in 1994, the Ministry of Education published a resource guide entitled "Education About Religion in Ontario Public Elementary Schools" (Appendix 2). This guide was designed to assist schools in developing curriculum within the approved parameters.

A letter dated March 25, 1996 was received from the Reverend Charles C. Stirling, Rector, the Church of St. Alban the Martyr (Appendix 3). Included in the letter was a request that the Board of Education for the City of Hamilton undertake the establishment of a pilot course in Education *in* Religion. At the Program Committee meeting of May 2, 1996, the following motions were passed:

"that the correspondence from St. Alban the Martyr Church re a pilot course to offer Education in Religion be referred to the officials for a feasibility study."

"that costing details be incorporated in the study."

On September 23, 1996 elementary school principals were requested to determine in conjunction with staff and parent representatives, the interest in their schools in piloting a course in Education About Religion (Appendix 4). The communiqué included the criteria that a pilot course must satisfy, in order to comply with Policy/Program Memorandum No. 112. An analysis was completed of the costs involved in the preparation of related curriculum materials (Appendix 5).

ISSUE:

To provide trustees with the results of the feasibility study.

To provide trustees with a cost analysis for the development and implementation of the curriculum, for a pilot course in Education About Religion in elementary schools.

RECOMMENDATION:

That no further action be taken at this time to implement a pilot course in Education About Religion in elementary schools.

That the Chairman of the Board respond to the Reverend Charles Stirling informing him of the results of the feasibility study and the decision of the Board.

RATIONALE:

The results of the feasibility study do not indicate sufficient interest in any elementary schools in piloting a course in Education About Religion at this time.

APPENDICES:

- Appendix 1 Policy/Memorandum No. 112
- Appendix 2 Ministry of Education Resource Guide "Education AB out Religion in Ontario's Elementary Schools"
- Appendix 3 Letter from the Reverend Charles C. Stirling, Rector, the Church of St. Alban the Martyr
- Appendix 4 PROF to Elementary School Principals
- Appendix 5 Costing Analysis for the Development of Curriculum for a Pilot Course in Education About Religion



Ontario

Ministry
of
Education

PAGE 3
Issued under the authority
of the Deputy Minister
of Education

Appendix I
Policy/Program
Memorandum
No. 112

Date of Issue: December 6, 1990

Effective: January 1, 1991

Subject: EDUCATION ABOUT RELIGION IN THE PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS

Application: Chairpersons of Boards of Education
Directors of Education of Boards of
Education
Principals of Public Elementary and
Secondary Schools

I. Background

On January 30, 1990, the Ontario Court of Appeal unanimously struck down subsection 28(4) of Regulation 262 concerning religious education in the public elementary schools. The court ruled that the subsection infringed on the freedom of conscience and religion guaranteed by section 2(a) of the Canadian Charter of Rights and Freedoms. Neither the subsection nor the court decision applied to schools operated by the Roman Catholic separate school boards.

Section 29 of Regulation 262, regarding provision of religious instruction by clergy or designates in the public secondary schools, was not before the court, and the court's ruling did not apply expressly to that section. However, subsequent advice by legal counsel indicates that the principles outlined in the decision make section 29 equally untenable.

In its decision, the court made it very clear that subsection 28(4) of the regulation was invalid because it permitted the teaching of a single religious tradition as if it were the exclusive means through which to develop moral thinking and behaviour. The court also ruled that education designed to teach about religion and to foster moral values without indoctrination in a particular religious faith would not contravene the charter.

In distinguishing between religious indoctrination and education about religion, the court made the following statement:

While this is an easy test to state, the line between indoctrination and education, in some instances, can be difficult to draw. With this

in mind, it may be of assistance to refer to the following more detailed statement of the distinction:

- The school may sponsor the study of religion, but may not sponsor the practice of religion.
- The school may expose students to all religious views, but may not impose any particular view.
- The school's approach to religion is one of instruction, not one of indoctrination.
- The function of the school is to educate about all religions, not to convert to any one religion.
- The school's approach is academic, not devotional.
- The school should study what all people believe, but should not teach a student what to believe.
- The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but should not seek to conform him or her to any one belief.

Subsequent to the court's ruling, an interim policy for public elementary schools, dated February 28, 1990, was established, whereby boards were permitted to provide programs in education about religion in the time previously used during the school day, as long as these programs were in accordance with the court's ruling. Boards of education were also advised that they could continue to provide space outside the school day, as they do for various community-related activities, if parents requested that their children be taught religion by clergy or designates. This interim policy for elementary schools was intended to remain in effect only until policy considerations related to the public elementary and secondary schools were finalized.

II. Permanent Policy

The Ministry of Education will amend sections 28 and 29 of Regulation 262 to reflect the following permanent policy, which will apply to public elementary and secondary schools:

1. Boards of education may provide programs in education about religion in Grades 1 to 8 during the school day for up to 60 minutes per week.
2. Boards of education may continue to provide optional credit courses in World Religions in secondary schools, as specified in the curriculum guideline entitled History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987. The program

described in the guideline meets the court's definition of permissible education about religion.

3. Schools and programs, including programs in education about religion, under the jurisdiction of boards of education must meet both of the following conditions:
 - a) They must not be indoctrinational.
 - b) They must not give primacy to any particular religious faith.
4. Boards of education may continue to provide space before the beginning or after the close of the instructional program of the school day for indoctrinational religious education. Given the provisions for equality of treatment in the Canadian Charter of Rights and Freedoms, boards choosing this option must make space available on an equitable basis to all religious groups.

This policy will come into effect on January 1, 1991.

III. Purpose

The purpose of programs in education about religion is to enable students to acquire knowledge and awareness of a variety of the religious traditions that have shaped and continue to shape our world. The programs enable individuals to understand, appreciate, and respect various types of religious beliefs, attitudes, and behaviour.

The purpose of these programs is not to instil the beliefs of any particular religion. It is the prerogative of individual pupils and their families to decide which religious beliefs they should hold. Indoctrinational religious education has no place in the curriculum or programs of public elementary and secondary schools of the province.

IV. Content

Since the world's religions are many and varied, a particular program in education about religion cannot be expected to include every one of them. As a minimum, programs in any grade should include a balanced consideration of world religions that have continuing significance for the world's people.

Both content and method should be appropriate to the ages and levels of maturity of the pupils. In developing programs of education about religion, consideration may be given to various organizational frameworks.

V. Resources

The Ministry of Education will develop a resource document to assist boards of education in developing programs in education about religion for elementary schools.

Programs for the secondary schools will continue to be developed in accordance with History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987.

VI. Context

This permanent policy and the forthcoming amendments to Regulation 262 are to be understood within the context of the long-established vision of the public elementary and secondary schools as places where people of diverse backgrounds can learn and grow together. The public schools are open and accessible to all on an equal basis and founded upon the positive societal values which, in general, Canadians hold and regard as essential to the well-being of our society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are founded on a fundamental belief in the worth of all persons.

The Church of
St Alban
the
Martyr



The Anglican Church
of Canada
Diocese of Niagara

200 Cope Street
(at Britannia)
Hamilton, Ontario
L8H 5B4

Telephone
(905)-549-9636



The Reverend
Charles C. Stirling
Rector

March 25, 1996

Hamilton Board of Education
100 Main Street, West
HAMILTON, Ontario

Mr. Robert Stewart, Chair;

Dear Sir:

The Corporation, speaking for the members of the Parish of St Alban the Martyr, write to ask the Hamilton Board of Education to undertake the establishment of a pilot course to offer *Education in Religion* in the Board's schools.

The Anglican Church has had a long history of involvement with education in Ontario. Since the middle of the last century the Church has chosen to support a public school system, rather than operation a separate one of its own. This decision was taken in the trust that religion would have a place in the program of studies.

Increasing secularization, in the school systems of Ontario, has precluded this, but the opportunity to offer these studies is permitted. It is possible that some boards are not aware of the choice open to them. To this end we direct you to a publication of the Ministry of Education entitled; *Education About Religion In The Public Schools*. This publication is available from;

Ontario Government Bookstore
880 Bay St
TORONTO, Ontario
M7A 1L2
Telephone 1-800-668-9938

While clearly, we recognize there are difficulties, in terms of adding yet one more subject, and that there has been no preparation for teachers to teach such a course, to which is further added the current financial crunch, we never the less remain convinced that this can be done, as much as any other new subject has been introduced, in the past.

What has to be kept in sight, is that religion is a major area of human thought and experience, and we believe that religious literacy has a strong case for inclusion in the curriculum. The role of religion in history has touched and continues to touch all people in Ontario. Our laws and our government are based in Judeo/Christian practice and teaching. Art, music, literature and multicultural appreciation are all based in the religious experience.

-2-Education In Religion

In more gentle (but perhaps not always just) times religion, the family, the community and the schools provided the anchors of a child's life and experience, of nurture, learning and responsibility. Each played a role in a child's development and each, of these four areas of nurture, was mutually dependent upon the others.

Today the concept of family has radically changed. Often children are left to their own devices and learn few skills to prepare them for life and responsibility in maturity. The community once place of safe haven and nurture, where many members took an interest in the life and development of all children from encouragement to correction and discipline, no longer exercises that influence, in a 'me first' rush to material objectives.

The Church does not now enjoy the support of the family and the community, as it once did and finds that it must compete with secular value systems when it attempts to offer its teaching and ministry. Admittedly, it had made its share of mistakes in the past, and so lost some of its appeal.

The schools, which seemed always to uphold and reinforce the values of the home, the Church and society have moved away from that position to something rather undefined, but called *correct*. This has given rise to a strong sense of one's rights, but no sense of responsibility.

Any hope that we would have for the future, concerning the full development of the whole child and its own sense of mutual responsibility in society, and in terms of what is right and wrong and in the expectation of an education that prepares that child to eventually take its place in the world, lies in a new alliance of mutual support between the family, the community, the Church and the education system, as the centres of human nurture, learning and responsibility. In such a new cooperation, the role of Religious Education is critical to the whole process.

We thank you for your consideration of our request.

Sincerely

For the Corporation of The Church of St Alban the Martyr:

Charles C. Stirling +

The Reverend Charles C. Stirling
Rector

cc Mr. Ray Mulholland, Trustee
Mrs Sandy Hill, Trustee
Mr Geoff Korz, Trustee

PROF Sent to Elementary School Principals

Date: 09/23/96

From: F. Cooke

Subject: Feasibility Study-Pilot Course in "Education About Religion"

To: Elementary School Principals

At the 1996 04 18 Board meeting a letter received from the Rev. Charles C. Stirling, Rector, The Church of St. Alban The Martyr, was forwarded to the Program Committee. The letter contained a request that a feasibility study be conducted to determine the level of interest in our elementary schools in piloting a course in Education in Religion.

The Ontario Court of Appeal ruled that the teaching of religion in public elementary schools contravenes the Canadian Charter of Rights and Freedoms. However, the court ruled that education about religion, without indoctrination in a particular religious faith, did not contravene the Charter. Policy/Program Memorandum 112, 1991 01 01, states "Boards of Education may provide programs in education about religion in grades 1 - 8, during the school day, for up to 60 minutes per week."

Contained in the Resource Guide entitled Education About Religion in Ontario Public Schools 1994 are the following criteria with which such a pilot course must comply:

- 1) "The school may sponsor the study of religion, but may not sponsor the practice of religion.
- 2) The school may expose students to all religious views, but may not impose any particular view.
- 3) The school's approach to religion is one of instruction, not one of indoctrination.
- 4) The function of the school is to educate about all religions, not to convert to any one religion.
- 5) The school's approach is academic, not devotional.
- 6) The school should study what all people believe, but should not teach a student what to believe.
- 7) The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- 8) The school should seek to inform the students about various beliefs, but should not seek to conform him or her to any one belief."

In light of these criteria, although it would be permissible to pilot a course in Education about Religion, it would not be permissible to pilot a course in Education in Religion.

The Board motion referred to earlier in this message directed that a determination be made as to the level of interest in our elementary schools in piloting a course in Education About Religion in compliance with criteria established in the MOET Resource Guideline.

In conjunction with staff and parent representatives, please determine whether there is interest in your school in piloting a course in Education About Religion beginning 1997 09 01. The Program Services Department is prepared to assist in the development of appropriate curriculum

It is expected that I will report the results of the feasibility study therefore, I would appreciate a response at your earliest convenience.

cc M. Matier
S. Thompson

Development Team Proposal

Subject/Area of Study: Education About Religion **Grades:** Any grade between 1 and 8
recommend the Jr. division

Development Team Leader: Likely a Prog. Dept. member with experience leading curriculum development team.

Number (Names) of Team Members:

Writing teams typically are composed of a team leader and 2-3 writers who are teachers, with interests and expertise in a program area.

Budget Requirements

Personnel: (guideline: \$20/hour) = \$7,400

Materials for Field Test Sites= Reading resource materials = \$500
Video materials = \$200

In-Service Costs= Nil

Other (Please specify)= Printing = \$50
Photocopying = \$75

Total= \$8,225

Timelines

Development: From Mid-July/07 to Mid-Aug/97

In-Service (Field Test) Sept. 1997- Nov. 1997

Field Testing Sept. 1997 to June 1997

Implementation Version ready by Mid-Aug. 1997

Field Test Sites:

Any school(s) which volunteer(s) to pilot the course.

Other Comments:

Costs included are based on one school only
piloting the course in 1997.

Government of India

Ministry of Education
New Delhi

Subject: English
Class: X

Section: A

Topic: The English Language

Chapter: The English Language

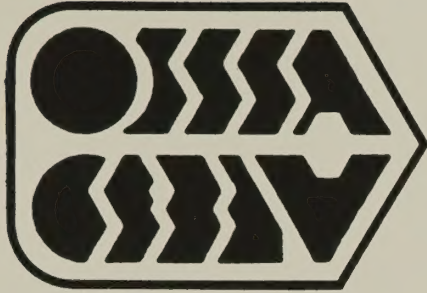
Section: A

Topic: The English Language

Section: A

Topic: The English Language

Section: A



ONTARIO SECONDARY SCHOOL
STUDENTS' ASSOCIATION

CENTRAL-NIAGARA
REGION

141 Melville St.
Dundas, Ontario
L9H 2A6
(905) 627-4590
school 628-6339

November 4, 1996

Dear Members of the Board,

Greetings from the Central Niagara region of the Ontario Secondary School Students' Association! Last year at this time, we presented a report on our forum topic for the year of 1994-1995, **"Secondary School Education, Making it Work!"**. This past year we have continued the tradition, and are proud to present to you our new report for the 1995-1996 school year.

Instead of one general topic as we did in 1995, this time the forums consist of three different topics that we felt were of importance to the students. Our topics chosen for these forums were **'Cut backs, Guidance Councilors, and Education : Is it a Right or Privilege?'**

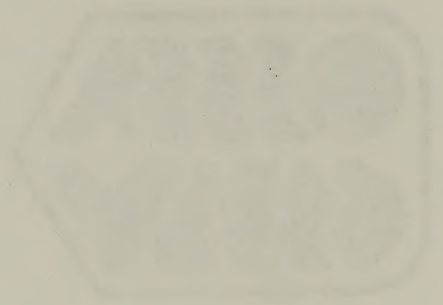
As those involved in education at an administrative level, we know you care very deeply for the students whom you are working with. The OSSSA realizes however, how hard it is for the administration to communicate openly and honestly with the direct consumers of education, that being the students. Not to mention being extremely costly, having the government go after students for input would be also be very difficult and time consuming. This is where we come in. While we realize that students must have a say in their education, we also realize how difficult it is to open the lines of communication. It is our job to pass along to you the concerns, questions, and praises of the students who are currently in the system. As you, the Board of Education, and us the students, we share a common goal which is to make secondary school in Ontario the best it can be.

In this presentation I hope we can enlighten you on all the great things we do. This year we are conducting a survey across the province, holding forums and starting a province wide information network as well as many other events!

I hope that you find the report informative and thought provoking. Students really do care about their education! Please remember that we are a great link to the student whom you are working for, so if you ever have any concern or ideas, I urge you to contact me. I'll do my best to be a liaison with whom you can work with, and that the students can talk to. Let's continue to work together to make secondary school education in Central Niagara the best it can be!

Yours in leadership,

Taliesin McEnaney
Regional President Central Niagara OSSSA



The following information was obtained from the files of the Central Intelligence Agency, Office of the Director, regarding the activities of the [redacted] in the [redacted] area during the period [redacted] to [redacted].

[The text in this block is extremely faint and largely illegible. It appears to be a multi-paragraph report detailing intelligence activities, possibly mentioning various locations and timeframes.]

Very truly yours,
[Signature]
[Title]

**REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE**

Present: Trustees Rogers (Chairman), Bishop, Johnston, MacDonald and Orban.

Officials Present: F. Cooke (Assistant Superintendent of Program), K. Hibbins (Project Team Leader - Social and Interpersonal Skills) and D. Sayers (Consultant - S.A.L.E.P.).

The Committee recommends:

GENERAL

1. That the Annual Report [September 1995-June 1996] of the Supervised Alternative Learning for Excused Pupils (SALEP) program, including the Statistical Report (attached) be received for information.

2. That the verbal Update regarding SALEP location be received for information and the following recommendation approved:

a) That, recognizing the needs of the SALEP program at this time, staff be directed to establish an alternative accommodation for the program and that a report come back to this Committee regarding the outcome.

Respectfully submitted

Committee Room
1996 10 31

J. ROGERS
Chairman

REPORT OF THE
SUPERVISOR'S COMMITTEE FOR THE YEAR 1900

REPORT OF THE SUPERVISOR'S COMMITTEE FOR THE YEAR 1900

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REPORT OF THE SUPERVISOR'S COMMITTEE FOR THE YEAR 1900

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) ANNUAL STATISTICS

CHART 1

	AGE 14		Age 15		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1. SALEP students attending day school as part of their program	1		1	1	2	1	3
2. SALEP students attending day school as well as taking Continuing Education courses	1		1		2		2
3. SALEP students taking Continuing Education courses or home study	3	8	6	7	9	15	24
4. SALEP students with no educational component	2	2	6	5	8	7	15
5. Total Number of Students on SALEP	7	10	14	13	21	23	44
6. Applications presented but not approved by the SALEP Committee							
7. Applications presented but not approved by the SALEP Committee	10	5	18	10	28	15	43
8. Total Number of Applications	17	15	32	23	49	38	87

APPLICATIONS AS PER SCHOOL PROGRAM

1. Elementary Panel:							
Grade 6							
Grade 7		1				1	1
Grade 8	1 (3)	1	1	(1)	2 (3)	1 (1)	3 (4)
2. Secondary Panel:							
Grade 9 - vocational	2 (4)	2 (4)	4 (5)	2 (1)	6 (9)	4 (5)	10 (14)
Grade 10 - vocational							
Grade 9 - composite	4 (3)	6 (1)	9 (13)	10 (7)	13 (16)	16 (8)	29 (24)
Grade 10 - composite				1 (1)		1 (1)	1 (1)
3. Total Number of Students on SALEP	7 (10)	10 (5)	14 (18)	13 (10)	21 (28)	23 (15)	44 (43)

THE HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS



Referred to Program Committee
at 1996 10 17 Board

c/o 158 Longwood Rd.N.
Hamilton, On L8S 3V9

AFFILIATED WITH
ONTARIO FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
HAMILTON, ONTARIO
FOUNDED IN 1933

OFFICE OF THE

SEP 23 1996

DIRECTOR OF EDUCATION

September 23, 1996

Mr. D. Goodridge,
Secretary,
Hamilton Board of Education

Dear Mr. Goodridge,

At the Hamilton Council of Home & School Associations meeting on Monday, September 16 the members expressed many concerns and questions regarding the elimination of teacher positions in Design & Technology, Family Studies, Libraries and Guidance. It appears that strategies and reorganization to accommodate these cuts vary widely across the system. While some schools are offering D & T and FS in a limited manner, others have closed the equipped areas or are no longer bussing students to nearby schools for the program. It is important to monitor the status of these programs. Is there a reporting method in place to ensure not only consistency but best practices?

There was a great deal of concern about underutilization of computers housed in the libraries. Some of this equipment was purchased by parents with fund-raised dollars. Its use clearly depends on the presence of teachers with state of the art technology skills. Parent volunteers cannot be expected to fulfill this role. In some schools the accessibility of the library is very limited for younger children, presumably due to lack of supervision. How will you ensure that the library technology is being used effectively?

The equipment for Design & Technology and Family Studies represents a huge financial investment. Are there plans to sell unused equipment? Parents feel that this decision should not be taken lightly. In the future these facilities may be required if programs are to be restarted. As a result of discontinuing D & T and FS, students will now have little or no experience in these subjects before high school. Will the grade nine curriculum be modified to reflect this reality?

Our concern is the inconsistency and inequity of programs offered in our schools. An important benefit of the Common Curriculum is that all students have similar opportunities and are able to move about in the system without a great deal of difficulty. What is the status of these affected programs across the system? How will learning outcomes be achieved? How will the delivery of these programs be monitored and made equitable for all students?

Sincerely,

Laura Newkirk
President, Hamilton Council of Home and School Associations

cc: Betty Bond, Superintendent of Program
Murray Quinn, Superintendent of Schools

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1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL MEETING

1996 11 26

URBAN MUNICIPAL

DEC 3 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
PROGRAM COMMITTEE

(Trustees Bishop, Gage, Johnstone, Mulholland, Patenaude, Wall and Stewart.)

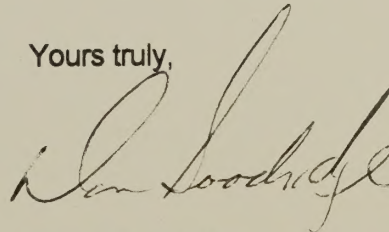
Ladies and Gentlemen:

Please be advised that a Special Meeting of the Program Committee has been scheduled for Thursday, 1996 11 28 at 19:00 hours prior to the Regular Meeting of the Board.

An agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees.

THE BOARD OF CHURCH

THE BOARD OF CHURCH

EXHIBIT 10-1000

EXHIBIT 10-1000

AGENDA

SPECIAL MEETING OF THE PROGRAM COMMITTEE

1996 11 28

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re Secondary School Reform Consultation Responses

Pages 1 to 6



Date: 1996 11 28

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Secondary School Reform Consultation Responses

Report: Information

Background:

On September 29, the Minister of Education and Training, John Snobelen released the discussion paper on Secondary School Reform. Included in the package are five documents:

- ◆ Excellence in Education: High School Reform
- ◆ Ontario Secondary Schools (1998) Detailed Discussion Document
- ◆ Choices Into Action: Guidance and Career Education Policy, Grades 1 to 12 (1998) Detailed Discussion Document
- ◆ Consultation Guide for the Detailed Discussion Documents
- ◆ Curriculum for Ontario Secondary Schools

While a four year secondary school program beginning in 1998 has been mandated, the Minister is consulting the public on the following areas of proposed changes:

- ◆ Grade 9
- ◆ Grades 10 - 12
- ◆ Guidance and Career Education
- ◆ Diploma requirements

Following a presentation from staff of the Ministry of Education district office on October 29, 1996, the Program Services department offered their services to other staff in the system, trustees and community groups to support and facilitate the consultation process. The completion date for the consultation process and submission of responses is November 30, 1996. Ministry staff will use the input received during the consultation to prepare final policy documents for government approval and distribution to school boards and schools in the Spring of 1997. Implementation will begin for students entering Grade 9 in September, 1998.

Due to the abbreviated timelines for response, the complexity of the consultation issues, the number of documents involved and the indication from Ministry staff that a Board-wide response would receive no greater weighting than a response from an individual or group, the Program Services department encouraged as many groups as possible to make individual submissions.

A prof (Appendix I) was sent to the system November 15, 1996, requesting a copy of any groups' submission in order to include it in this report. The purpose of this report is to provide trustees with a summary (Appendix II) of the consultation responses from the following groups:

- ◆ Elementary School Administrators
- ◆ Industry Education Council
- ◆ Program Services Department
- ◆ Resource Teachers
- ◆ Secondary School Administrators
- ◆ Senior Management
- ◆ Special Education Advisory Committee
- ◆ Trustees

Issue:

To share information with trustees on Secondary School Reform Consultation.

Recommendation:

That the report on A Summary of the Responses to the Secondary School Reform Consultation Paper be received for information.

Rationale:

Appendix I	Prof to the system re: Secondary School Reform
Appendix II	A summary of Responses to the Secondary School Reform Consultation Paper (November, 1996).

From: EBOND --HBE
To:

Date and time

11/15/96 14:39:51

From: E. Bond
Subject: SECONDARY SCHOOL REFORM RESPONSES

TO: All Principals and Project Team Leaders

Many groups have indicated that they are preparing a response to the proposed Secondary School Reform.

Due to the nature and timelines of the consultation process, it is not our intent to compile a single Hamilton Board response. However, it would be helpful to receive a copy of as many group responses as possible in order to provide trustees with a general picture of the responses that are being submitted to the Ministry. My plan is NOT to include each submission in the package but rather to provide an overview of the responses to the various statements in the consultation documents.

The presentation will be made at a Special Program Committee meeting prior to the Board meeting on November 28, 1996.

I would appreciate receiving a copy of any group's response by Friday, November 22 to enable me to compile a summary prior to the meeting. If you have any questions please don't hesitate to contact me at ext. 2310.

E. G. Bond
Supt. of Program
Prfs ID:EBOND Ext. 310

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861.

2. The second part is a report from the Secretary of the Treasury, dated January 1, 1861.

3. The third part is a report from the Secretary of the Interior, dated January 1, 1861.

4. The fourth part is a report from the Secretary of the Navy, dated January 1, 1861.

5. The fifth part is a report from the Secretary of the War, dated January 1, 1861.

A Summary of the Responses to the Secondary School Reform Consultation Paper

November 1996

The following general comments were received from several of the respondent groups regarding the mechanics of the questionnaire:

- 1) the absence of a clearly stated set of belief statements created problems for some, who found it difficult to respond to specific proposals, without some general sense of context. It would have been helpful if the document had included statements such as 'we believe..... therefore.....'
- 2) the absence of a glossary left each respondent to determine what the designer of the questionnaire meant by the key terms contained in many of the questions. This ambiguity will inevitably lead to questions being raised about the interpretation of responses.
- 3) the questionnaire contained a number of statements which although asking for a single response, contained two or three different but loosely related items. This created a problem for respondents, who although agreeing with some of the items, did not agree with all of the items.

There was general agreement expressed about the two fundamental roles of education as sited in the document, with the proviso that the term "balanced" as used, does not necessarily mean a 50/50 emphasis. Although educators who responded, generally acknowledged their sense of shared responsibility for the development and achievement of students, there was a concern expressed that the document does not place an appropriate emphasis on the importance of the role of parents and other social agencies and organizations.

Interestingly, the contentious issue of streaming/destreaming produced responses that favoured neither of the two options provided in their entirety with the exception of select subject groupings of secondary teachers, i.e. including Mathematics and English. Most respondents favoured a blend of the two options: grouping for specific instructional purposes, interests and abilities; streamed by destination rather than by perceived ability.

Most respondents concurred that the planning of programs such as co-op education and work experience require centralized co-ordination, in order to avoid duplication of effort and the inconvenience to the business community that would result from multi-contacts by individual schools competing for placements. At the same time, there was general agreement that the responsibility for the delivery and the evaluation of co-op education and work experience programs should be managed at the individual school level. The majority of respondents supported the expansion

of co-operative education and work experience but favoured an optional approach for credit rather than a compulsory one.

There were a number of situations in which the vast majority of respondents expressed support for the concepts being presented but questions were raised about the validity of the assumptions on which they were based and doubts were expressed about the practicality of successful implementation, i.e. making co-op education compulsory for all students and ability of business and industry to provide the number of placements and the supervision required; the introduction of the Choices Into Action Portfolio beginning in grade one; the timetabling of series four courses in the senior division, unless delivered in a manner other than through our existing classroom instructional model.

Generally, there were concerns expressed about a number of proposals related to the development of curriculum. One issue raised was the reality of the timelines, given the amount of new curriculum that would need to be written. Additionally, there were concerns that contracting with a number of consortia to develop the curriculum may well jeopardize consistency in format, intention and substance. Finally, business, industry, university and community college representatives questioned the time commitment that would be involved and the level of expertise needed to play a meaningful role on a curriculum development team.

The Ministry of Education and Training has continued to express its support for an outcomes based curriculum. Many respondents commented that despite these expressions of support for Outcomes Based Education, the document makes a number of references to expectations of student achievement within a predetermined time-frame, i.e. 90 hours, 45 hours. With regard to the recommendation to reduce the instructional hours required to earn a credit from 110 hours to 90 hours, concern was expressed by educators that there seems to be a lack of understanding that Outcomes Based Education and predetermined time-frames for student achievement are mutually exclusive concepts.

With regard to a proposal to increase the number compulsory credits required for graduation, there was great variation between and amongst groups of respondents, with no clear general preference. However, there was an expressed concern by many respondents about the status of the Arts in all of the proposed program options.

The majority of respondents supported the need for a guidance program that is proactive, but one that balances the teaching role with that of intervention and crisis response. A concern was raised that an attempt to make career education the primary focus of guidance, may jeopardize the ability of guidance personnel to respond to counselling needs of students and those students in crisis. The concept of a program effectiveness survey for Guidance and Career Education was generally supported. However, there were a number of questions raised about the logistics of a survey i.e. responsibility for development, administration of the survey, tabulation and analysis of the responses and related costs.

General support was expressed by all respondent groups for the implementation of a teacher-advisor program for all students in secondary schools. Further, it was recommended as a general rule, that a student be assigned the same teacher-advisor for a three year period if possible. It is essential that the role of the teacher advisor be clearly defined and that staff credentials be examined and where deficient, the necessary inservice be provided. If the teacher-advisor will play the key role in the management of the annual education plan, assurance was sought that students would not be directed inappropriately into careers that may well not exist by the time the students complete their formal education.

There was general agreement that the Ministry Of Education and Training must issue a policy statement which clearly articulates the purpose of provincial testing. As well, there was general agreement that the following are legitimate purposes for provincial testing:

- ◆ to evaluate the effectiveness of education programs
- ◆ to identify problems and support remedial efforts
- ◆ to identify "best practices" and to help establish them in schools.

Additionally it was suggested that results of provincial testing should be used by the Ministry of Education and Training to allocate funding specifically directed to address shortcomings in existing program, i.e. teacher inservice and the acquisition of instructional materials. The majority of respondent groups raised concerns about the costs related to developing and administering the grade 11 literacy test and any plans to increase the use of province-wide testing.

In conclusion, the responses received underscore the enormity of the challenge faced by those charged with the responsibility of designing a school system that will respond equitably to the needs of all, among an increasingly diverse student population.

AGENDA
PROGRAM COMMITTEE
1996 12 05

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ELEMENTARY/SECONDARY

GOVERNMENT DOCUMENTS

NEW BUSINESS:

1. Report on Results for the Provincial Grade 9 Reading and Writing Test, 1994-95 Pages 1 to 66
2. Middle School Review - 1991-92, 1994-95: System and School Reports Pages 67 to 122
3. Presentation by Strathcona Home and School Association re the Consultation Process for New Blended Classes See Separate Package

GENERAL

NEW BUSINESS:

1. Report re Appointment of Members to the Review Committee - Policy and Procedures for the Selection of Learning Resources Pages 123 to 126
2. Presentations - China Trip
3. ** Correspondence from the Ministry of Education and Training re the Evaluation Report: Model Program for Expelled Students
4. Report of the Accommodation/Consolidation of Schools/Magnet Schools/ Secondary School Reform Committee Page 127
5. Reconstitution of Ad Hoc Committee
 - Accommodation/Consolidation of Schools/Magnet Schools/ Secondary School Reform Committee Page 128

*****Members are requested to bring their copy of this Correspondence [from the October Program Committee Agenda] to the meeting.***

[Please call the Minute Room if you require a copy (Ext. 2273).]

181

181

181

Date: 1996 12 05

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **Report on Results for The Provincial Grade 9 Reading and Writing Test, 1994-95**

Background

Provincial testing programs are designed to provide accountability at the school, board and provincial levels. They are based on Ministry of Education curriculum guidelines, and are a means of gathering information about program implementation and student achievement. The main purposes of provincial tests are:

- to determine the effectiveness of programs, and to determine the levels of student performance judged against provincial standards;
- to provide educators with information that may be used to make decisions for modifying and improving programs, and for improving levels of student performance;
- to establish baseline data on program effectiveness and student performance, against which information generated by future tests can be compared, in order to determine progress;
- to provide test instruments and procedures that can be used by school boards and schools.

The first ***Provincial Grade 9 Reading and Writing Test*** was conducted in the 1993-94 school year. The results of this test were reported to the Program Committee on February 2, 1995.

The second ***Provincial Grade 9 Reading and Writing Test*** was conducted in the 1994-95 school year. The test was based on Ontario's curriculum and consisted of a unit of work that took about ten classroom periods of 70 minutes each. The test took place during the 1994-95 school year in three time periods to accommodate semestered and full-year programs. The reading component required students to submit responses to questions on several passages they had read on the test. The writing component required students to submit three pieces of writing—two assigned during the course of the unit and one "best piece" selected from other writing in the course. The reading and writing parts of the test that were submitted to the ministry for evaluation did not affect students' classroom marks. However, students' work on other material in the unit counted for 10 to 15 per cent of their classroom mark.

Issue: Information

- to communicate ***Provincial Grade 9 Reading and Writing Test, 1994-95*** results for Hamilton schools to trustees in accordance with Board policy and procedures.

Recommendation

- that ***The Report on Results for the Provincial Grade 9 Reading and Writing Test, 1994-95***, be received for information.

Rationale:

In accordance with Board policy for reporting test results, each school has analyzed its results, and has submitted a report outlining the school context for the test, the school results and the school action plan (see Appendix G).

Appendices:

- A. An overview of the test and System results
- B. Percentage of Students Performing at Each Level in Reading (Board and Province).
- C. Percentage of Students Performing at Each Level in Writing (Board and Province).
- D. Comparison of Board Results for Reading (1993-94 Review and 1994-95 Review)
- E. Comparison of Board Results for Writing (1993-94 Review and 1994-95 Review)
- F. Comparison of Results by Gender
- G. Results and Action Plans by School
- H. System Action Plan

Introduction

The purpose of this chapter is to provide a comprehensive overview of the history of the United States, from its early beginnings to the present day.

Early History

The early history of the United States is marked by the arrival of Native Americans, the exploration of the continent by European settlers, and the establishment of the first colonies.

The first European settlers arrived in the Americas in the late 15th century, and the first colonies were established in the early 17th century.

The early years of the colonies were characterized by a struggle for survival, as the settlers faced harsh conditions and a lack of resources.

Despite these challenges, the colonies grew and prospered, and by the mid-18th century, they had become a major power in North America.

The American Revolution, which began in 1775, was a pivotal moment in the history of the United States, as it led to the birth of a new nation.

The revolution was a struggle for independence, as the colonies fought against British rule and established a new government.

The new nation was founded on the principles of liberty, justice, and equality, and it has since become a model for other countries.

The early years of the United States were a time of great challenge and opportunity, and it was through these experiences that the nation was forged.

The American Revolution was a defining moment in the history of the United States, and it has shaped the course of the nation ever since.

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Conclusion

The history of the United States is a complex and fascinating story, and it is one that continues to shape the nation today.

The early years of the United States were a time of great challenge and opportunity, and it was through these experiences that the nation was forged.

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The early years of the United States were a time of great challenge and opportunity, and it was through these experiences that the nation was forged.

References

1. The American Revolution: A History, by David Mervin.

2. The American Revolution: A History, by David Mervin.

3. The American Revolution: A History, by David Mervin.

4. The American Revolution: A History, by David Mervin.

5. The American Revolution: A History, by David Mervin.

6. The American Revolution: A History, by David Mervin.

7. The American Revolution: A History, by David Mervin.

An overview of the test and System results

Any interpretation of assessment results must recognize the full range of social, cultural, and economic factors that impact on students, teachers, and schools. Those who interpret, report, and use assessment information at all levels have a responsibility to do so in terms of the purposes of the assessment and the complexity of the educational context.

The information contained in this report must be interpreted in the context of the ongoing restructuring of Grade 9 that began in the 1993-94 school year. It must also be interpreted in terms of the reading and writing programs that exist in all grades up to and including Grade 9, since reading and writing are cumulative and developmental skills. Implications for program improvement should be considered as part of the planning process for continuing implementation of the reading and writing components of *The Common Curriculum Policies and Outcomes, Grades 1-9, 1995* and the reading and writing language standards found in *The Common Curriculum Provincial Standards-Language, Grade 1-9, 1995*.

In Hamilton, 2470 grade 9 students participated in the 1994-95 Provincial Review. Of these students 90% had never been involved in an ESL program, 1% were involved at the time of the test and 9% had, but no longer were involved in an ESL program.

As Appendices B and C illustrate, the Hamilton reading and writing results parallel the provincial results but do reflect a larger percentage of our students performing at the lower performance levels.

Appendices D and E illustrate that there has been an increase from 83% to 92 % of our students who are at least meeting expectations in reading as compared to the 1993-94 results. Writing performance among our grade 9 students has remained consistent (88% compared to 87% in 1993-94).

The Education Quality and Accountability Office will be conducting a grade 9 Mathematics assessment in the school year 1997-98 and in the school year 1999-2000 a grade 9 Reading and Writing assessment will be administered. The EQAO office plans to assess all grade 3 students in Reading, Writing and Mathematics each year beginning in 1996-97 and a sampling of grade 6 students

Assessment Scales: General Descriptors - Reading

LEVEL 6--The reading performance demonstrates a confident and independent command of a wide range of reading strategies. This permits secure access to various forms of fiction and non-fiction and to texts and questions that are complex and sophisticated. Reading at this level is characterized by an ability to discern and interpret meaning insightfully from the simple and concrete to the most complex and abstract.

LEVEL 5--The reading performance demonstrates an effective and independent control of a wide range of reading strategies. This permits access to various forms of fiction and non-fiction and to texts and questions that are complex and sophisticated. Reading at this level is characterized by an ability to discern and interpret meaning from the simple and concrete to the complex and abstract.

LEVEL 4--The reading performance demonstrates a control of a range of reading strategies. This permits access to various forms of fiction and non-fiction and to texts and questions that are complex. Reading at this level is characterized by an ability to discern and comprehend meaning from the simple and concrete to the complex and abstract.

LEVEL 3-- The reading performance demonstrates a control of sufficient reading strategies to permit general access to different forms of fiction and non-fiction and to texts and questions that have some complexity. Reading at this level is characterized by an ability to discern and comprehend concrete meaning and some elements of abstract meaning.

LEVEL 2-- The reading performance demonstrates a grasp of sufficient reading strategies to permit access to some forms of fiction and non-fiction and to simple elements in texts and questions. Reading at this level is characterized by an ability to discern concrete meaning.

LEVEL 1-- The reading performance demonstrates enough of a grasp of reading strategies to permit some access to certain forms of fiction and non-fiction and to simple elements in texts and questions. Reading at this level is characterized by an awareness of some concrete meaning.

Assessment Scales: General Descriptors - Writing

LEVEL 6-- The work demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

LEVEL 5-- The work shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

LEVEL 4-- The work shows control of the elements of writing. It is generally integrated. The content is clear and complete.

LEVEL 3-- The work shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

LEVEL 2-- The work shows grasp of some of the basic elements of writing; the writing conveys simple ideas.

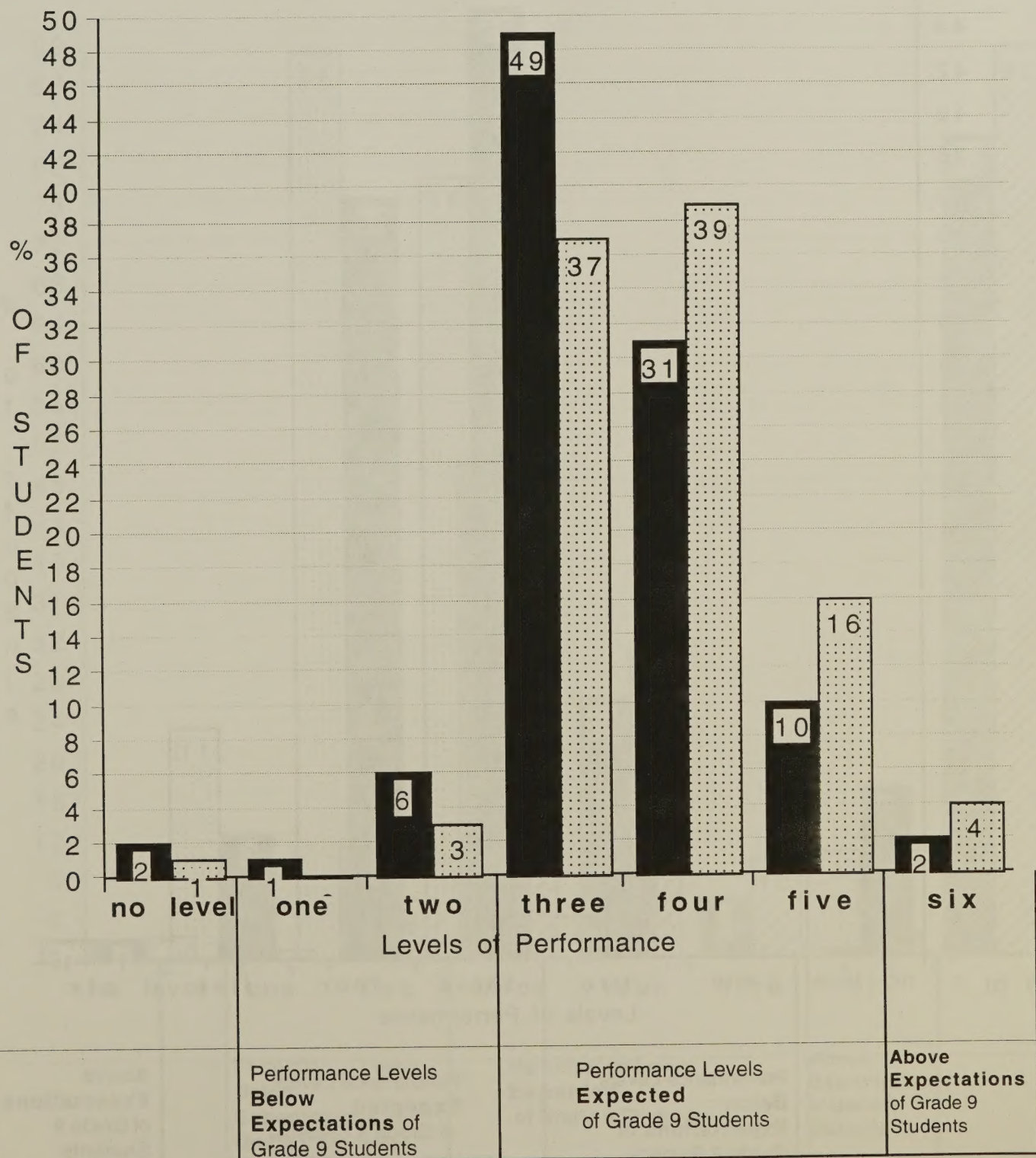
LEVEL 1-- The work shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

Comparison of Board and Provincial Reading Results

Appendix B

Gr. 9 Provincial Reading-1994-95

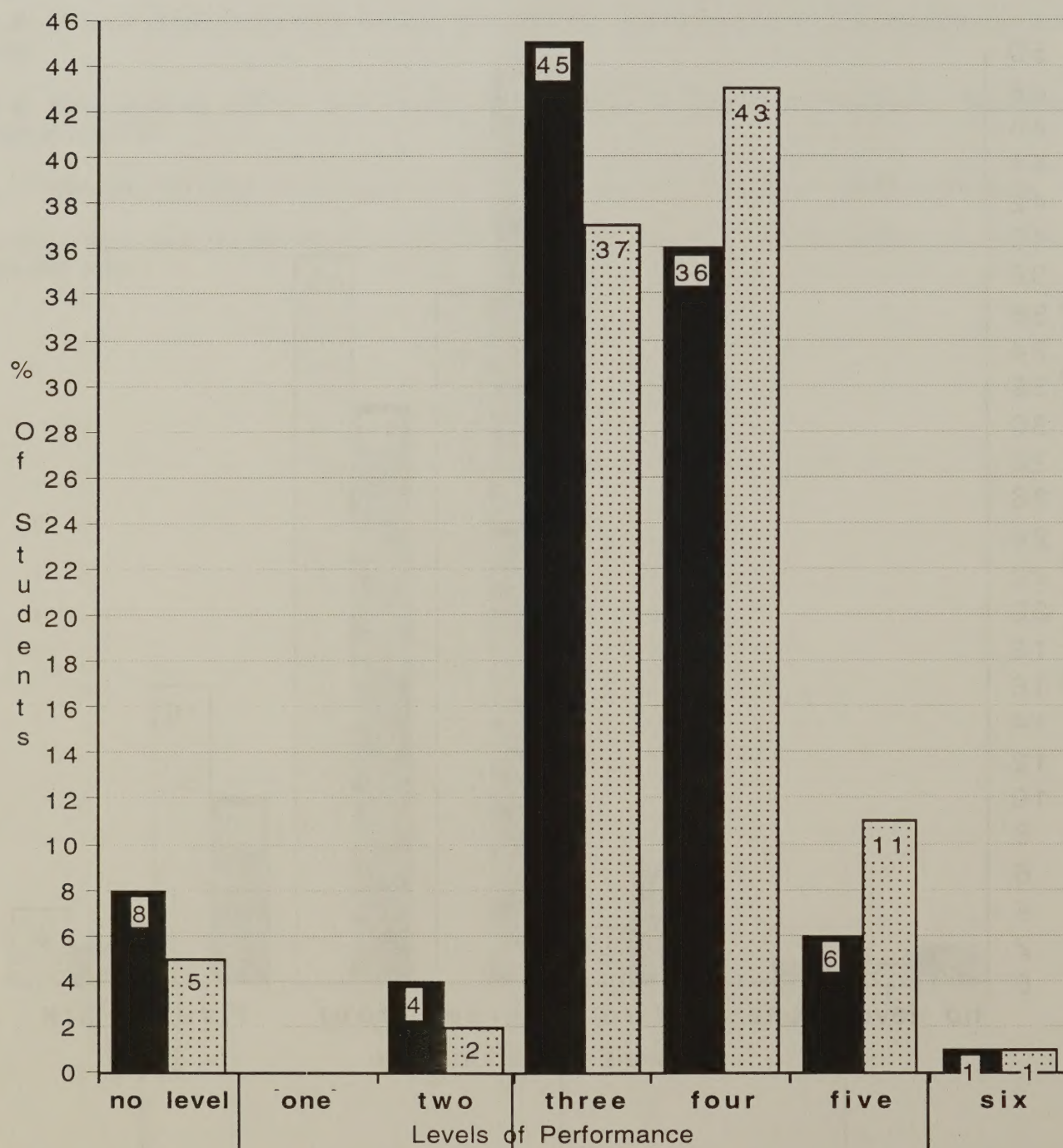
■ Hamilton-94 ▨ Provincial-94



Comparison of Board and Provincial Writing Results

Gr. 9 Provincial Writing-1994-95

■ Hamilton-94 ▨ Provincial-94



Performance Levels
Below
Expectations of
Grade 9 Students

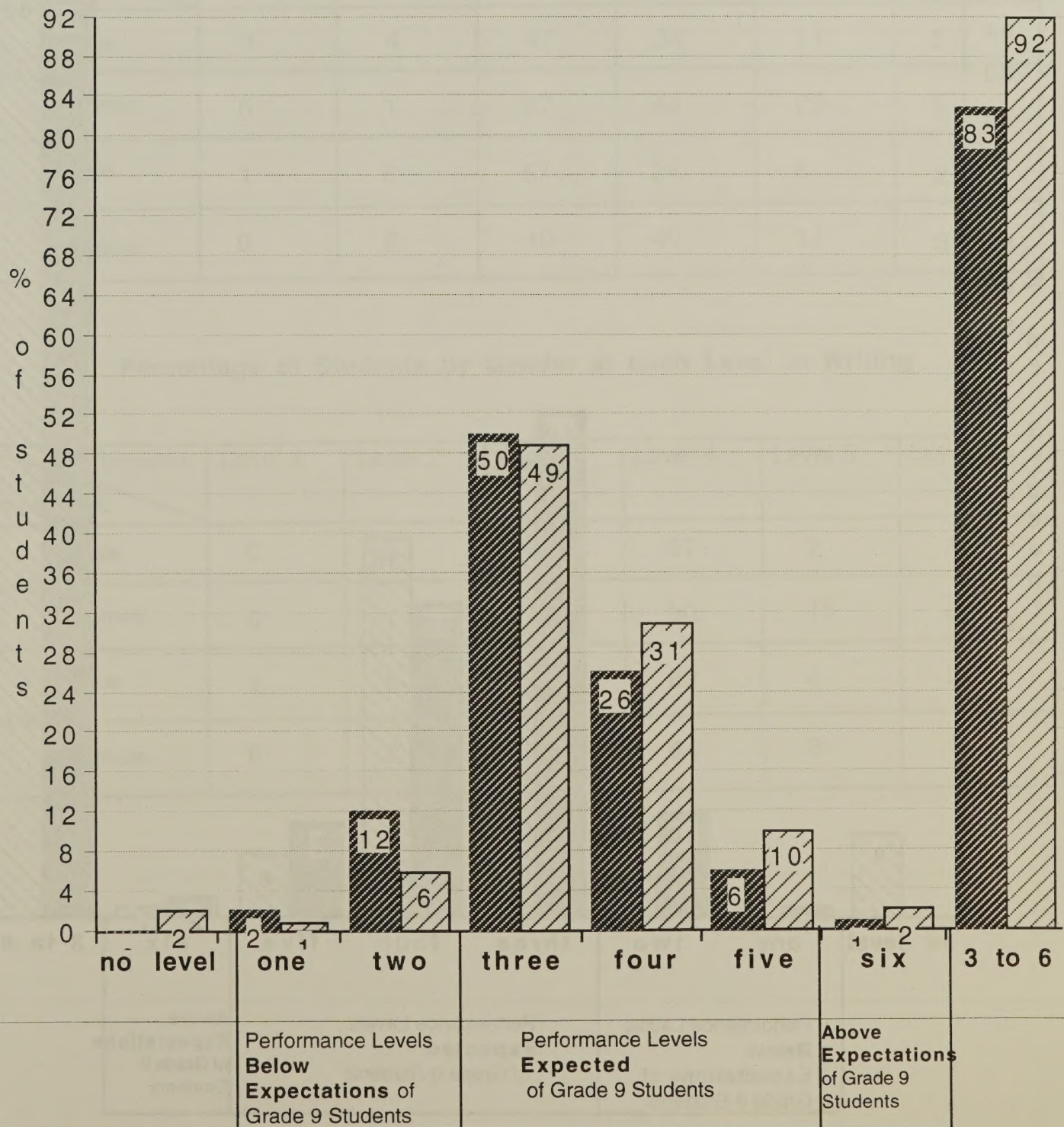
Performance Levels
Expected
of Grade 9 Students

Above
Expectations
of Grade 9
Students

Comparison of Board Reading Results-1993-94 and 1994-95

Gr. 9 Hamilton Reading

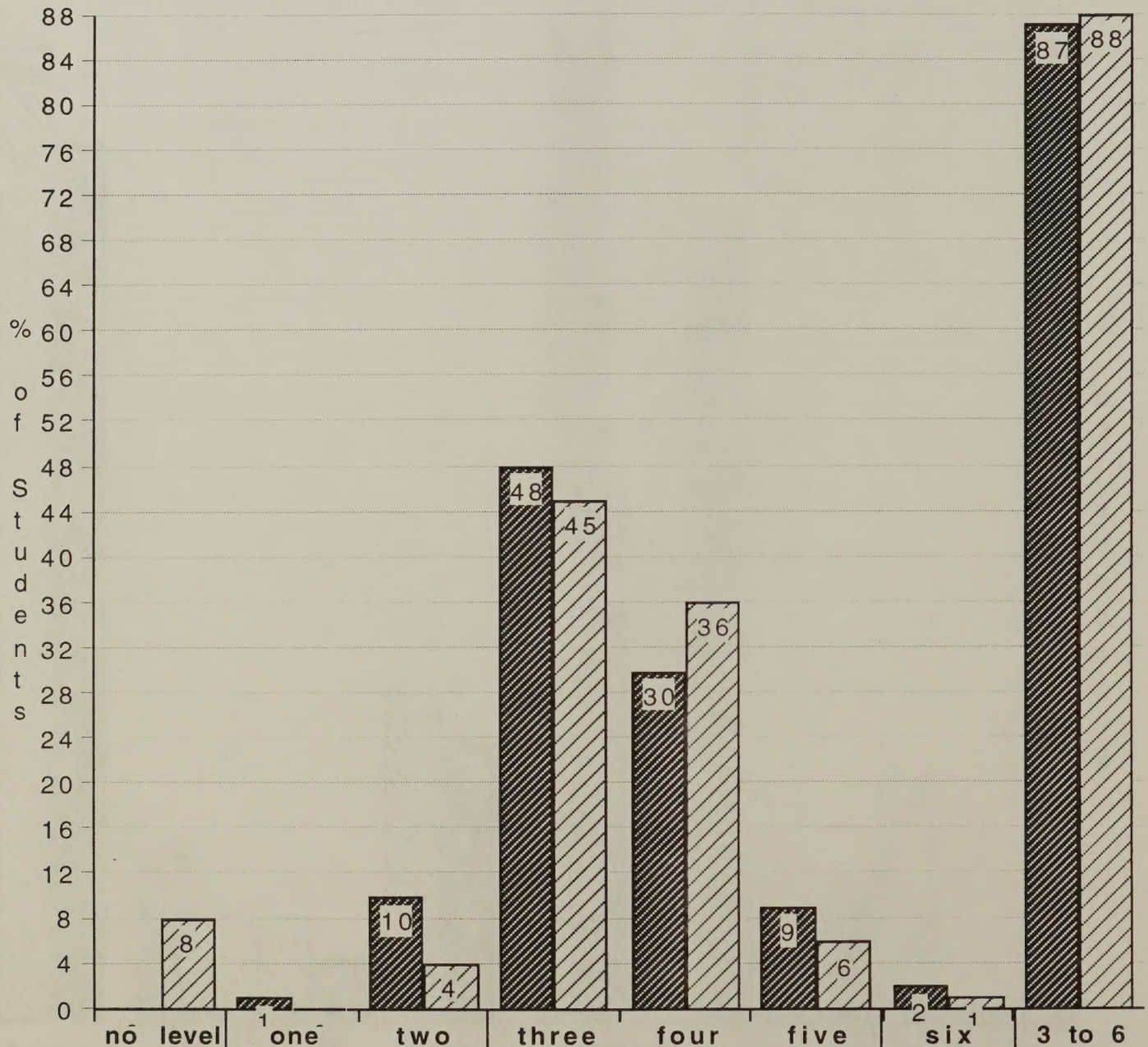
 Hamilton 1993-94
  Hamilton 1994-95



Comparison of Board Writing Results-1993-94 and 1994-95

Gr. 9 Hamilton Writing

 Hamilton 1993-94
  Hamilton 1994-95



Performance Levels
Below
Expectations of
 Grade 9 Students

Performance Levels
Expected
 of Grade 9 Students

Above
Expectations
 of Grade 9
 Students

Comparison of Results by Gender**Appendix F**

The following tables indicate that females performed at higher levels in reading and writing than males, both in Hamilton and provincially. Differences in performance between male and females are most evident in reading. These results are consistent with the results of the 1993-94 Review.

Percentage of Students by Gender at Each Level in Reading

Performance Demographic		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Province	Male	0	4	47	34	11	3
	Female	0	1	27	44	22	5
Hamilton	Male	1	8	57	24	6	2
	Female	0	2	40	40	14	3

Percentage of Students by Gender at Each Level in Writing

Performance Demographic		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Province	Male	0	3	46	37	7	1
	Female	0	1	29	50	15	2
Hamilton	Male	1	5	52	29	4	2
	Female	0	2	39	44	8	1

Results and Action Plans by School

- Barton Secondary School
- Delta Secondary School
- Glendale Secondary School
- Hill Park Secondary School
- Mountain Secondary School
- Parkview Secondary School
- Scott Park Secondary School
- Sherwood Secondary School
- Sir Allan MacNab Secondary School
- Sir John A. Macdonald Secondary School
- Sir Winston Churchill Secondary School
- Westdale Secondary School
- Westmount Secondary School

GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

BARTON

SECONDARY SCHOOL

of Grade 9 students -

Participated in Test 293Exempted 1Absent 10

NATURE OF THE SCHOOL

Barton is a school of 1200 students and seventy five teachers. The grade nine program currently in effect covers outcomes in 12 subject areas. English and mathematics are among the group of full semester subjects, with others being offered on 1/2 semester or 1/3 year basis. These are approximately 260 students in grade nine. The school annually grants about 250 O.S.S.D. Diplomas with substantial numbers of students carrying on to post secondary work.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

The results show solid improvement over the two years of the testing period. The fact that the results arrive a year after the testing period affects the impact at the grade nine level for the group of tested students. The improvement in the scores is a good indicator of serious attention being paid to the issues of reading and writing in both middle and secondary school.

SCHOOL RESULTS

READING

BARTON -GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
BARTON 1993-94		0	12	59	23	4	0
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
BARTON -GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
BARTON 1994-95	1	0	5	47	36	9	1
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

BARTON -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
BARTON 1993-94		0	4	50	36	8	
HAMILTON 1993-94		1	10	48	30	9	
PROVINCIAL 1993-94		1	6	43	36	12	
BARTON -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
BARTON 1994-95	4	0	1	40	47	7	
HAMILTON 1994-95	8	0	4	45	36	6	
PROVINCIAL 1994-95	5	0	2	37	43	11	

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

- all results are shared with elementary feeder schools
- grade seven and eight students are monitored for placement in ENG1D or in the transitions program which has the goal of raising abilities in english and mathematics
- the teaching staff of the feeder schools has reviewed the results carefully and are committed to the teaching of language skills in reading and writing. They also provide strong learning resource, despite current restraints.
- at least one school, C. B. Stirling, is using an extensive morning home room to allow concentrated focus on English and Mathematics

With your secondary school staff?

- results have been shared with staff and with the English department.
- we continue to provide strong learning resource support to any language - needy student, identified or not

With your students?

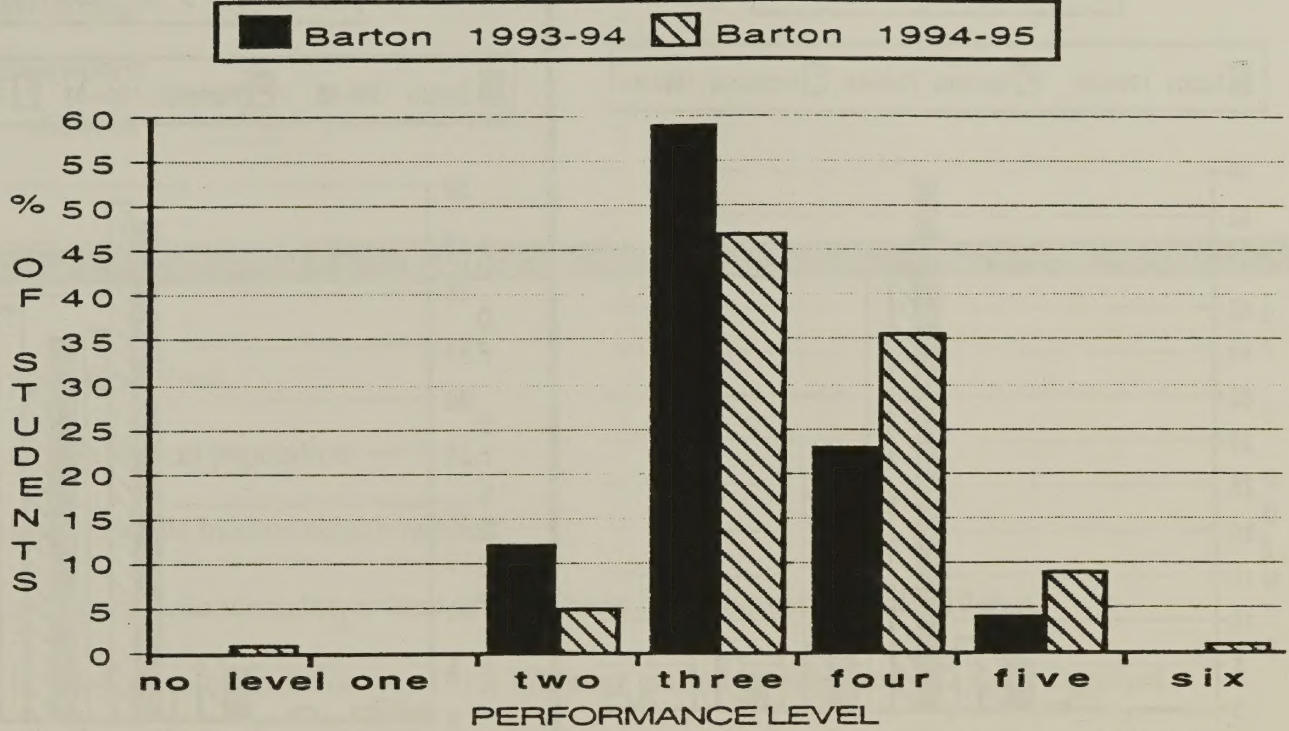
- Barton has a new English department head, Sheelagh Wood, and a new assistant department head, Meg Young. These two are leading a revision of most programs, especially the grade nine program. It is an expectation that our current feeder school links will be made even stronger.
- strong LRT support - at all schools

With your parents & community?

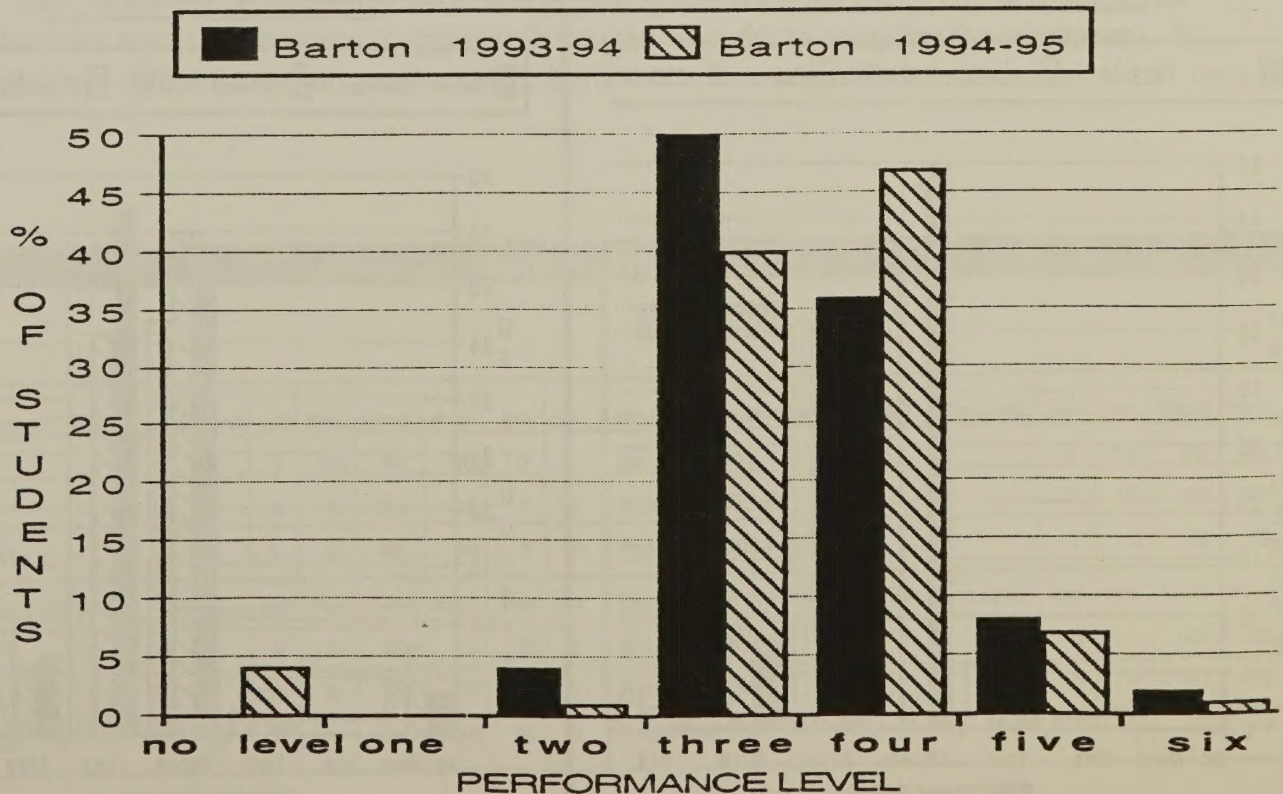
- shared with Parents' Group
- to be shared with the new School Council

GRADE 9 RESULTS-BARTON SECONDARY SCHOOL

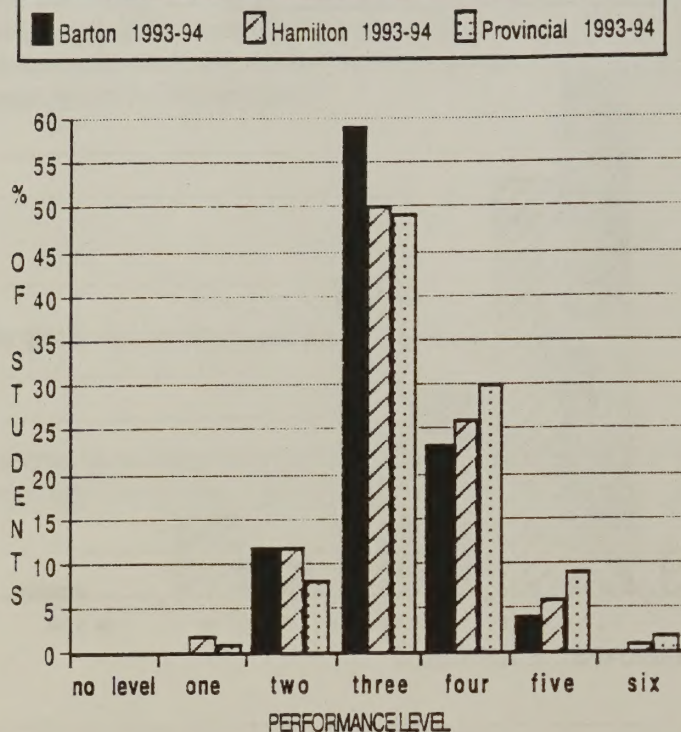
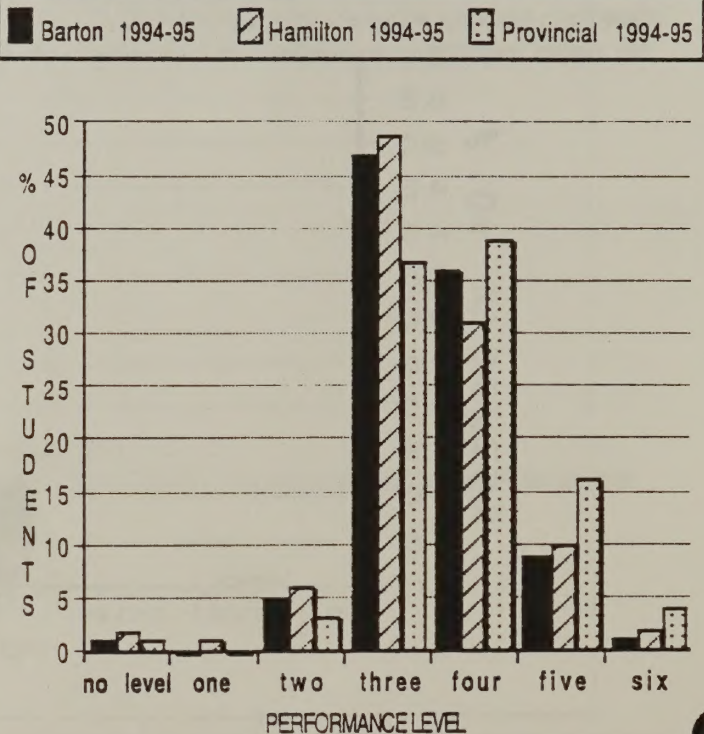
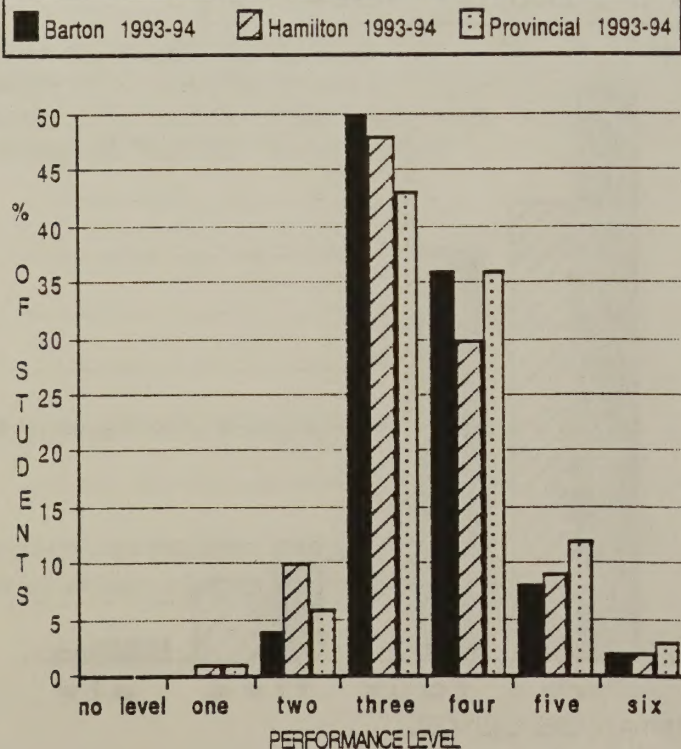
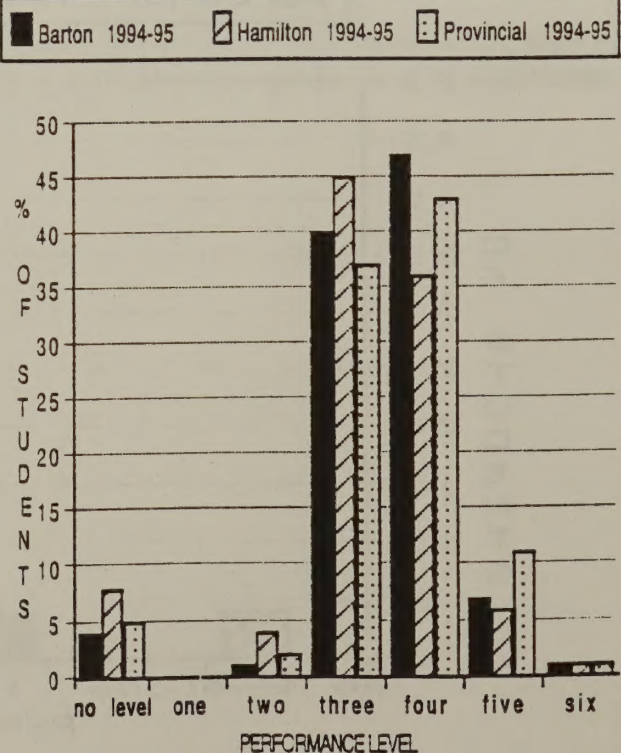
BARTON-Gr. 9 READING



BARTON-Gr. 9 WRITING



GRADE 9 RESULTS-BARTON SECONDARY SCHOOL

BARTON-Gr. 9 READING-1993-94

BARTON-Gr. 9 READING-1994-95

BARTON-Gr. 9 WRITING-1993-94

BARTON-Gr. 9 WRITING-1994-95


of Grade 9 students -

Participated in Test 207

Exempted 0

Absent 14

NATURE OF THE SCHOOL

- inner city school
- mobile student population
- low to middle income neighbourhood
- only composite secondary school offering basic level courses in grades 10 to 12
- in 1994, school population was 1016, 272 were grade 9 students and 152 were identified

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

It took some effort to integrate the ministry testing into the existing curriculum and NOT to "teach to the test" in order to instruct and prepare students for the tests. To the students, the teachers seemed to become "nagging task masters" in order to complete the assignment. It also was difficult to accommodate students who were ill or absent for other reasons.

SCHOOL RESULTS

READING

DELTA - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
DELTA 1993-94		3	16	44	30	3	1
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
DELTA -GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
DELTA 1994-95	1	0	9	69	18	3	0
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

DELTA -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
DELTA 1993-94		3	15	55	21	3	
HAMILTON 1993-94		1	10	48	30	9	
PROVINCIAL 1993-94		1	6	43	36	12	
DELTA -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
DELTA 1994-95	7	0	7	63	22	2	
HAMILTON 1994-95	8	0	4	45	36	6	
PROVINCIAL 1994-95	5	0	2	37	43	11	

With your elementary feeder schools?

PAGE 15

We have communicated the results to our feeder schools to make them aware of the competency of the students they are forwarding to us. The English Head visited the feeder schools and talked to the grade 8 English teachers about their curriculum. There was a follow-up session where he invited the elementary teachers to Delta to examine our curriculum and to discuss our expectations of students entering grade 9.

With your secondary school staff?

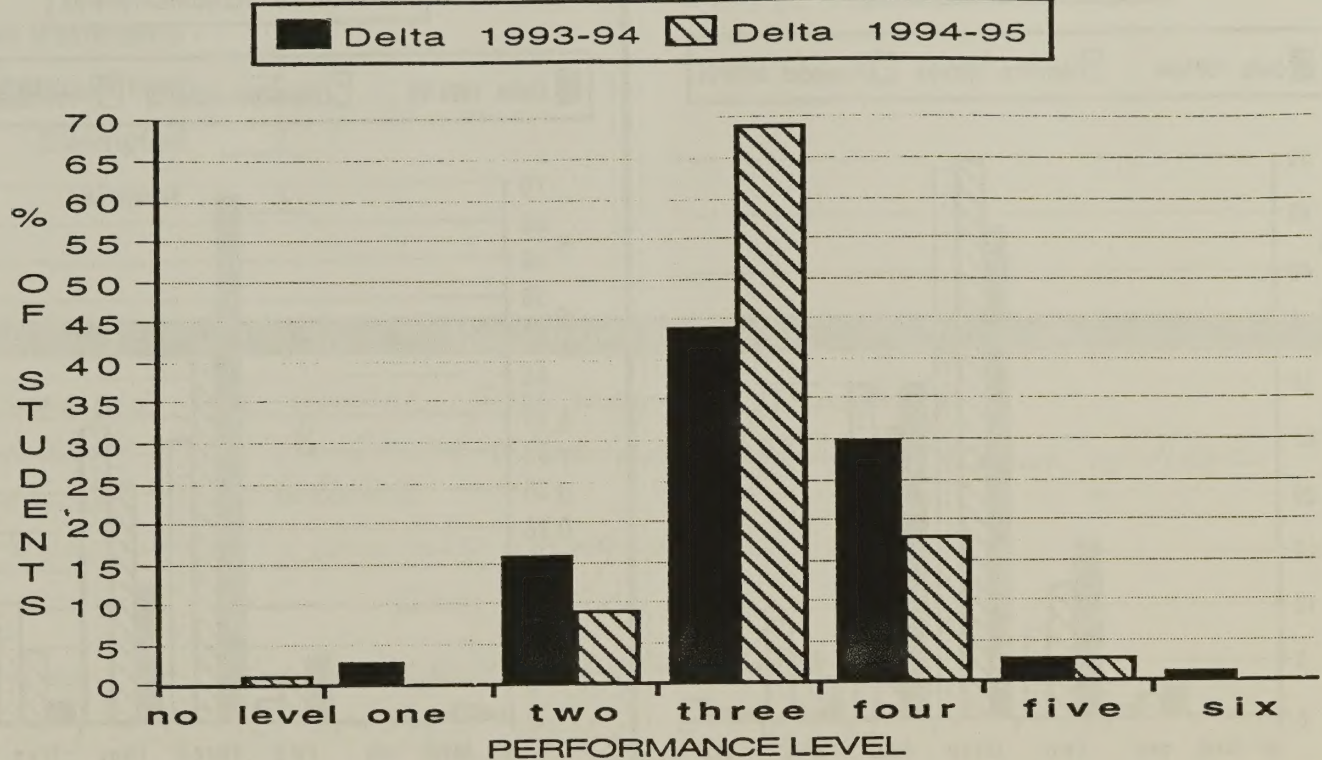
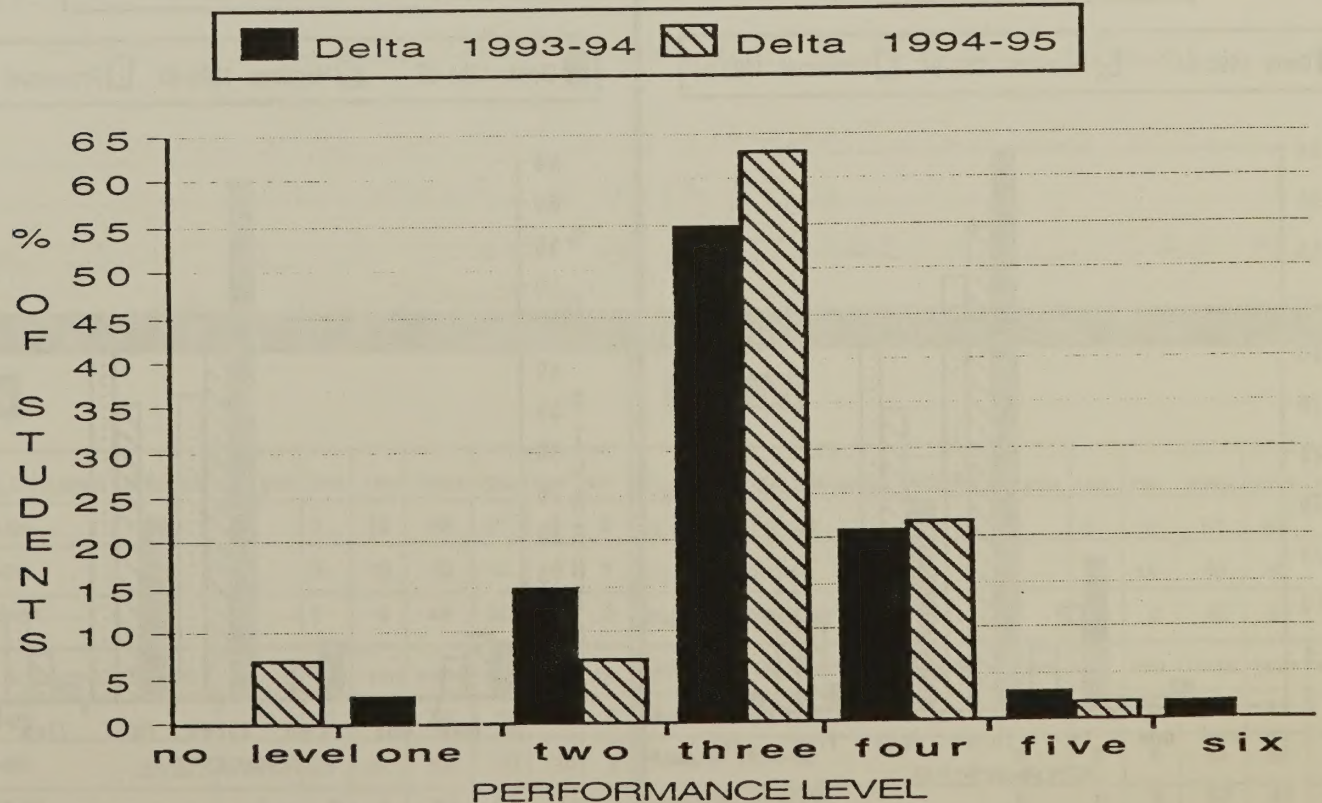
The results were discussed by all Department Heads. The English Department Head distributed a questionnaire to determine how communication skills were evaluated, (especially writing) in the different subject areas. Doug Dunford (Literacy Team Leader) has spoken to the Heads and subsequently to the entire staff about "portable literacy skills". The English Department plans to invite Doug to do some workshops with the grade 9 students in September, 1996.

With your students?

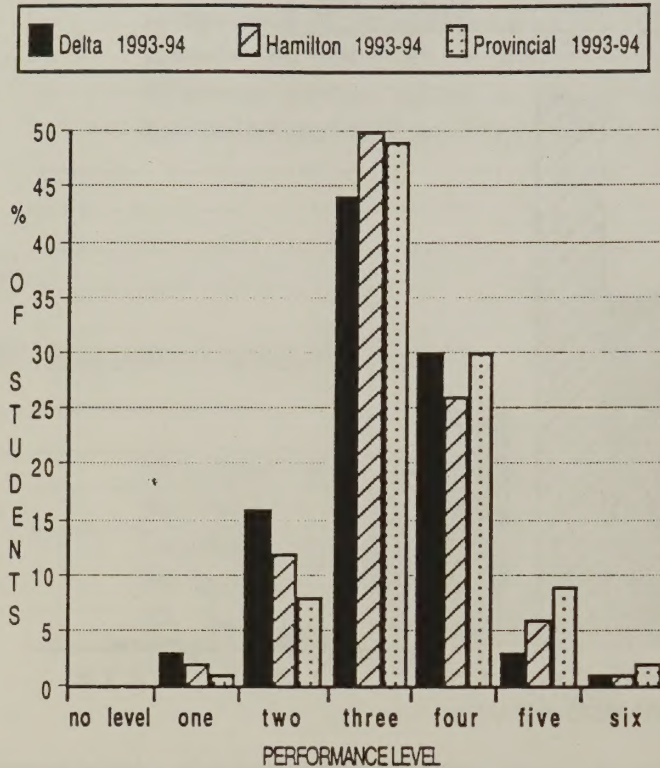
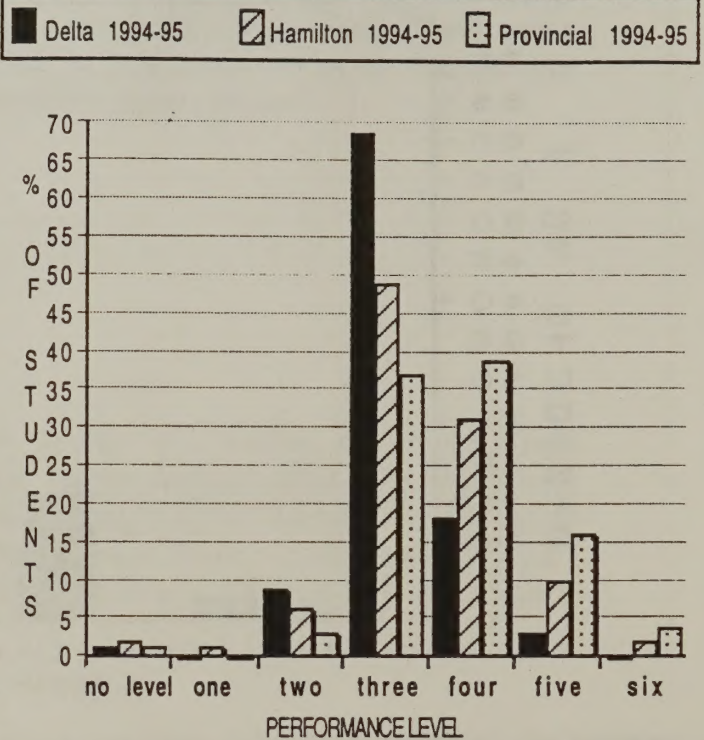
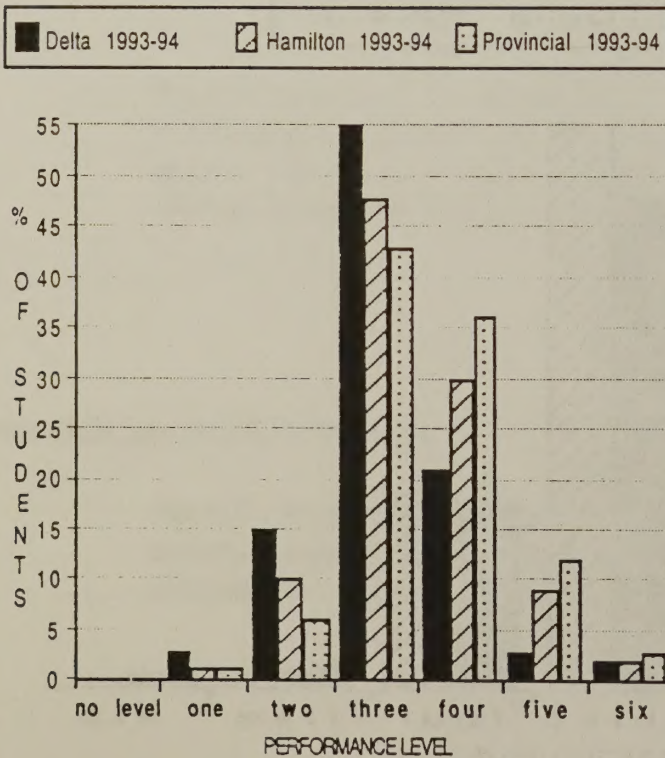
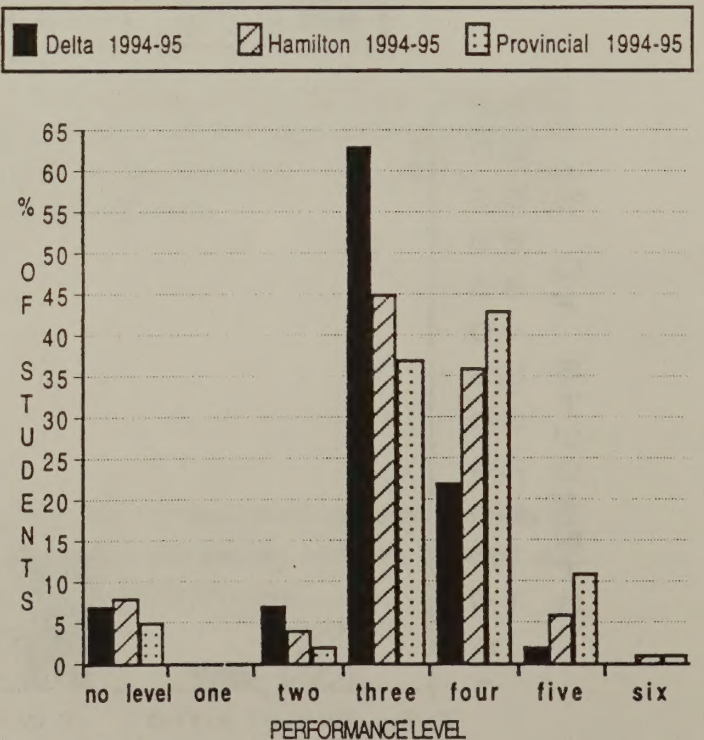
We have examined our curriculum to ensure that reading and writing are adequately addressed and evaluated. We are using computers more often in the writing process (a separate Lab for the English Department will be made available. We plan to create common formats for major pieces of writing in all subject areas.

With your parents & community?

Through newsletters and parent interview opportunities, we have tried to keep the lines of communication open. It is important for parents and the community to know how we are addressing the constant criticism that our students can't read and write.

GRADE 9 RESULTS-DELTA SECONDARY SCHOOL**DELTA-Gr. 9 READING****DELTA-Gr. 9 WRITING**

GRADE 9 RESULTS-DELTA SECONDARY SCHOOL

DELTA-Gr. 9 READING-1993-94

DELTA-Gr. 9 READING-1994-95

DELTA-Gr. 9 WRITING-1993-94

DELTA-Gr. 9 WRITING-1994-95


GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

GLENDALE
SECONDARY SCHOOL
of Grade 9 students -
Participated in Test 236
Exempted 0
Absent 4

NATURE OF THE SCHOOL

- advanced and general programmes primarily.
- students tend to choose advanced English because of high parental expectations.
- broad socio-economic range.
- growing E.S.L. programme.
- large Eastern European population.
- increasing South East Asian population.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

- teachers questioned the validity of the testing:
 - a) the testing conditions were not controlled throughout the province,
 - b) many of the weakest and strongest students received the same mark, a mark of 3.
- the provincial in-service for the teachers conducting the test was inadequate.

SCHOOL RESULTS

READING

GLENDALE - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
GLENDALE 1993-94		1	12	55	25	5	2
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
GLENDALE - GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
GLENDALE 1994-95	1	0	1	55	35	8	0
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

GLENDALE - GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
GLENDALE 1993-94		1	8	54	27	9	0
HAMILTON 1993-94		1	10	48	30	9	2
PROVINCIAL 1993-94		1	6	43	36	12	3
GLENDALE - GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
GLENDALE 1994-95	7	0	2	46	41	5	0
HAMILTON 1994-95	8	0	4	45	36	6	1
PROVINCIAL 1994-95	5	0	2	37	43	11	1

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

- established EOC ID₁ and I/HAT ID₁ courses (remedial).
- conducted an interview prior of incoming students.
- made presentation on tracking and unit preparation & offered assistance from two members of our English Dep't.
- held an in-service on new "report cards".

With your secondary school staff?

- In-service by Programme Dep't: Two reading workshops were conducted in May. All departments were involved.
- Library: developed, across subject areas, a variety of organizers to improve writing skills.
- English: The EOC ID course was redesigned around themes for the 1995-1996 school year.
 - : Each theme was developed using the Samara differentiated planner.
 - : The course was reviewed after first semester and some alterations were made.
 - : Detailed tracking sheets were designed and used in 1995-96.

With your students?

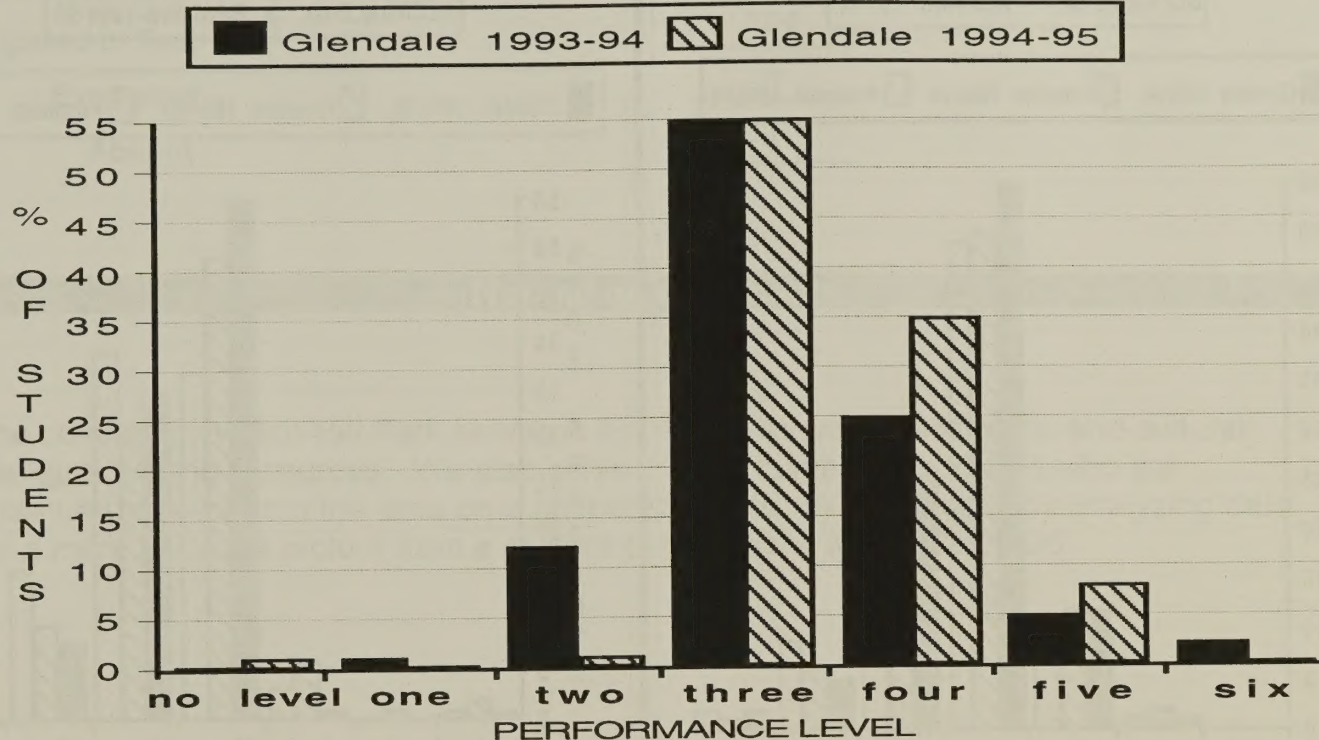
- Created a ID₁ English class for 1996-97 to remediate students who have had difficulty meeting reading and writing outcomes in elementary school.
- Increased the emphasis on reading and writing during the semester.
- Next year, the nation city-wide report card will reflect this increased emphasis.
- Used peer helpers in all subjects to deal with students who lack adequate reading and writing skills.
- Library: in various subjects, students looked at different reading materials and were taught the appropriate reading technique for each type of material.

With your parents & community?

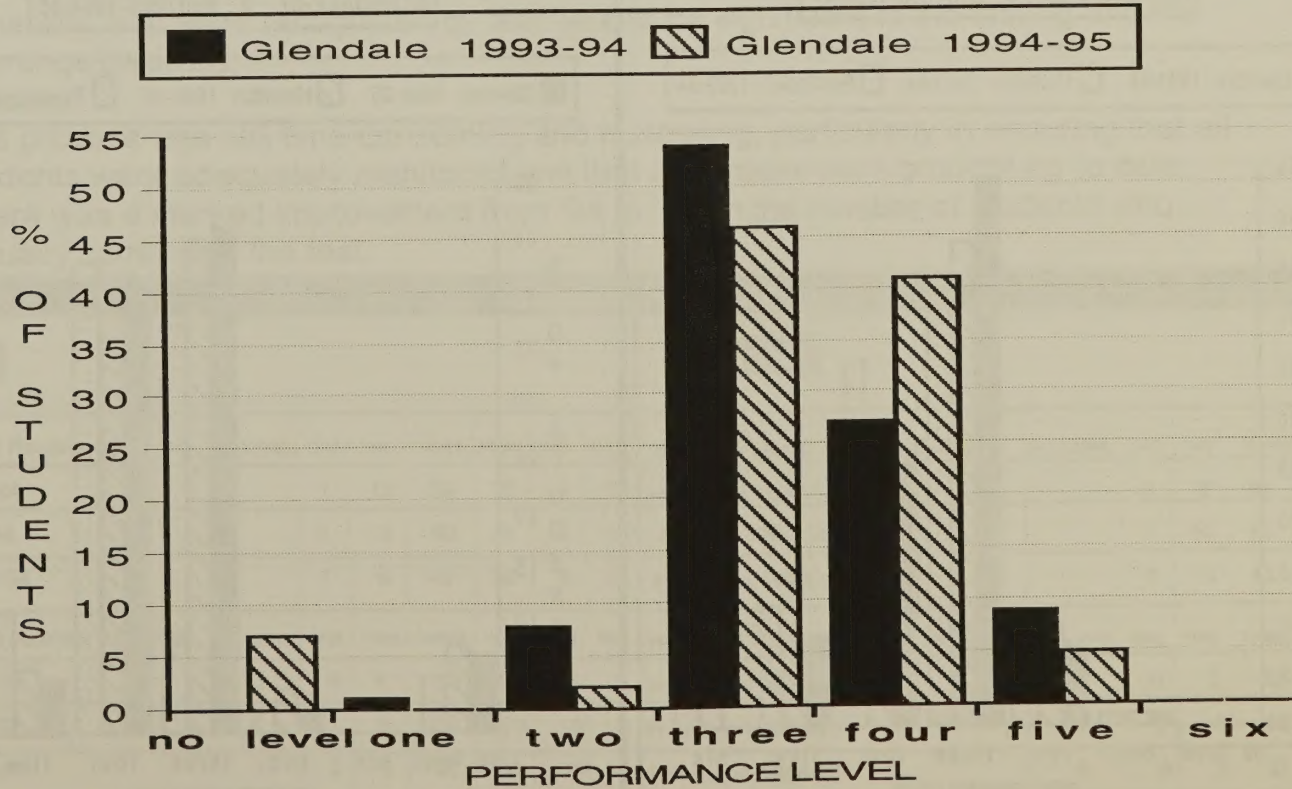
- held an in-service with 'Parents' Council.
- made modifications to handbook, "Measuring Success At Chumbley".
- contacted parents in newsletters.

GRADE 9 RESULTS-GLENDALE SECONDARY SCHOOL

GLENDALE-Gr. 9 READING

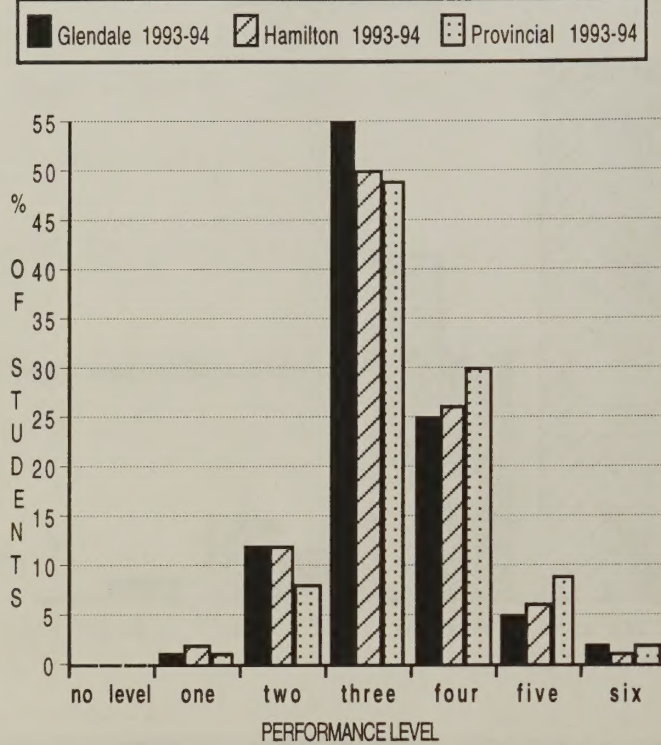


GLENDALE-Gr. 9 WRITING

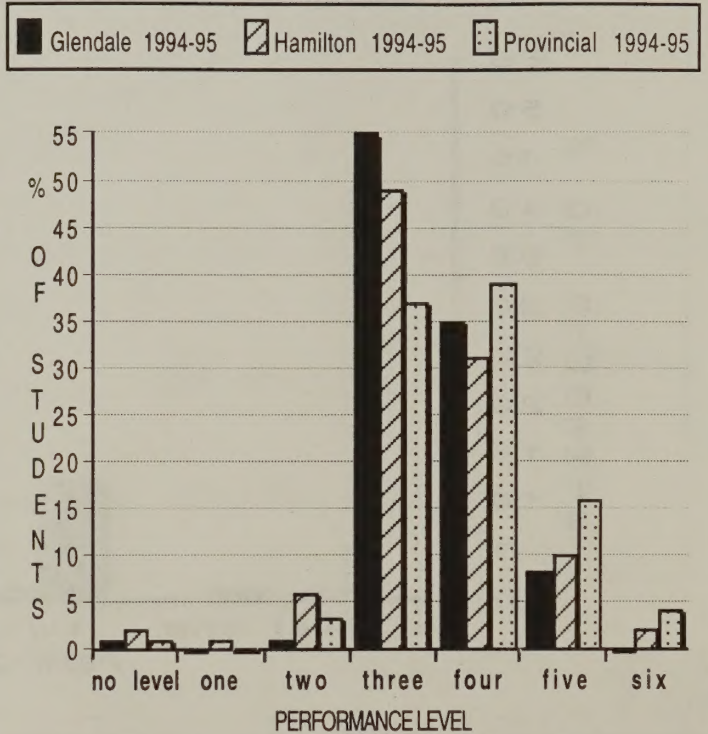


GRADE 9 RESULTS- GLENDALE SECONDARY SCHOOL

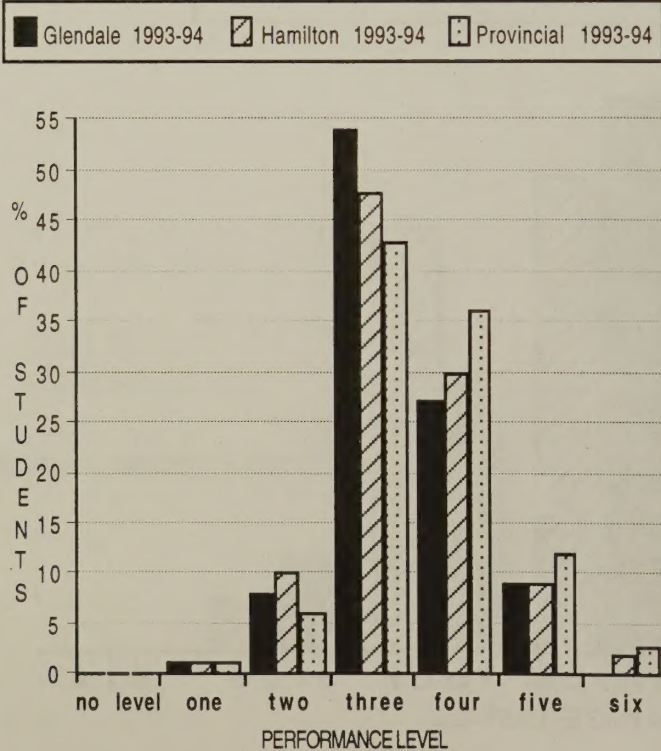
GLENDALE-Gr. 9 READING-1993-94



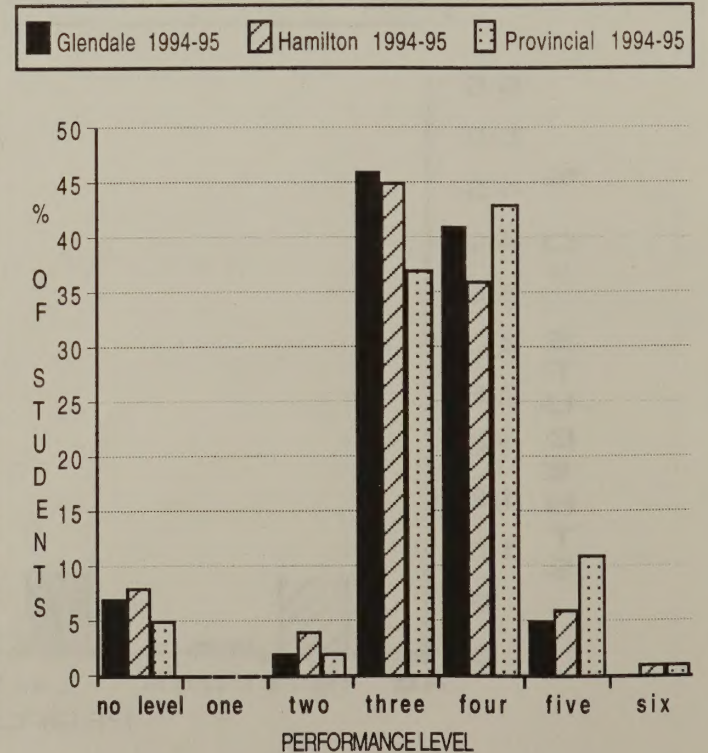
GLENDALE-Gr. 9 READING-1994-95



GLENDALE-Gr. 9 WRITING-1993-94



GLENDALE-Gr. 9 WRITING-1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

PAGE 22

HILL PARK

SECONDARY SCHOOL

of Grade 9 students -

September 95

224

Participated in Test

0

Exempted

5

Absent

NATURE OF THE SCHOOL

The community which Hill Park serves is extremely diverse in economic and cultural background and resources. We also serve a large number of students who are unsettled, moving into the area on a temporary basis. We are currently analyzing data for a more accurate picture from a student census done March 20, 1996.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

Content:

The content and the activities associated with the content appealed to students generally, and were recognized by teachers to be significant to the testing and the learnings involved.

Process:

The process was still time-consuming and frustrating, particularly in ensuring that all students were adequately monitored and that absentees were brought up to date. There was a marked improvement from '94 to '95 in the number of students who actually completed the test.

SCHOOL RESULTS

READING

HILL PARK -GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
HILL PARK 1993-94		1	12	59	22	5	0
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
HILL PARK -GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
HILL PARK 1994-95	0	0	4	50	37	8	1
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

HILL PARK -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
HILL PARK 1993-94		0	6	40	42	10
HAMILTON 1993-94		1	10	48	30	9
PROVINCIAL 1993-94		1	6	43	36	12
HILL PARK -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
HILL PARK 1994-95	3	0	2	42	49	4
HAMILTON 1994-95	8	0	4	45	36	6
PROVINCIAL 1994-95	5	0	2	37	43	11

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

In February '95 the Hill Park English staff participated in a PD day with feeder school staffs.

In the Fall of '95, Hill Park forwarded sample testing materials to Cardinal Heights for use by the middle School English teachers

With your secondary school staff?

Plans for the development of a school-wide literacy policy and programs were to begin in 1995/96. This did not get underway but is a priority for 1996-97. English department staff have participated in a Board in-service program, "portable literacy skills". A member of the English department attended HBE 3 day Assessment Instruction in August 1996. Two grade 9 English teachers attended a Board in-service in the Fall of '95 which dealt with grade 9 English learning outcomes

With your students?

The Board's Literacy Team Leader has worked directly with some of our Grade 9 classes.

Greater emphasis is being placed on reading and the writing process in the Grade 9 English classroom. Major and final tests focus on reading skills.

This year the Program Department has reduced reporting statements to 5, with greater emphasis on reading and writing

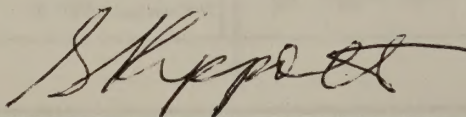
However the increased emphasis on reading and writing has resulted in a significant decrease in time and resources to deal with the other literacies highlighted in the Board's Literacy Policy. In the learning process the increased emphasis on print literacy continues to place kinesthetic and oral/aural learners at a disadvantage relative to print learners.

With your parents & community?

The results of the test and the above reports will be placed on School Council agenda in the 96/97 year.

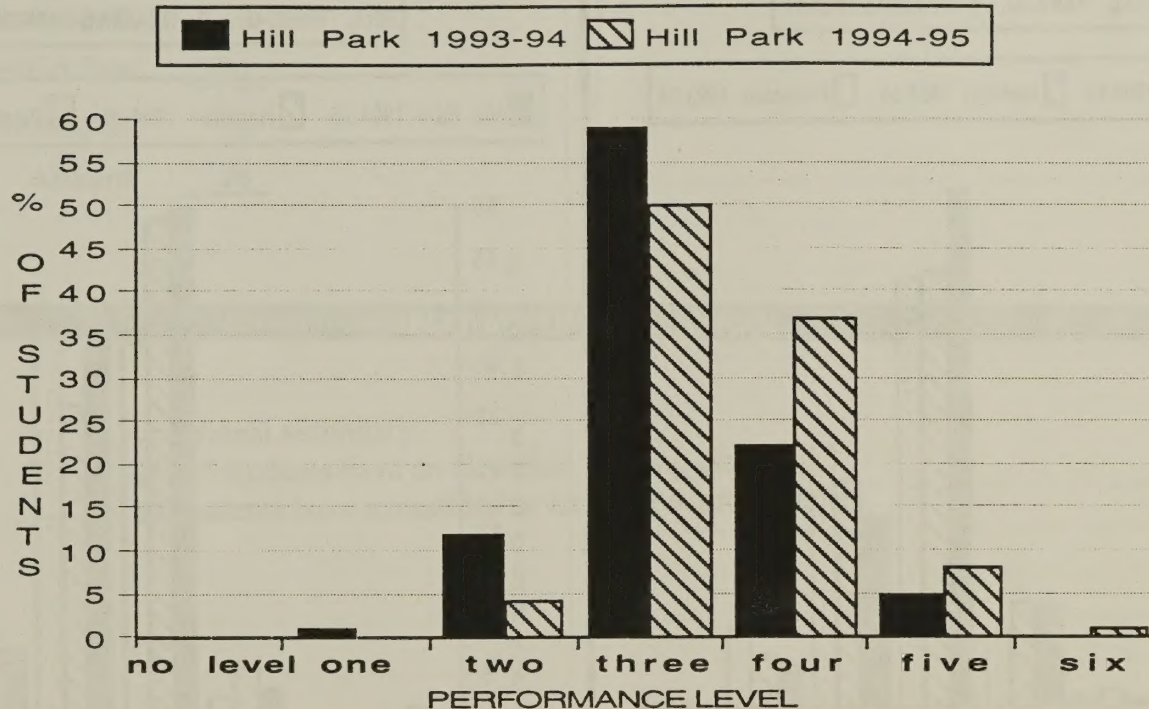
Prepared by: Bill Manson
English Department Head

Sumbitted by: Gail Rappolt
Principal

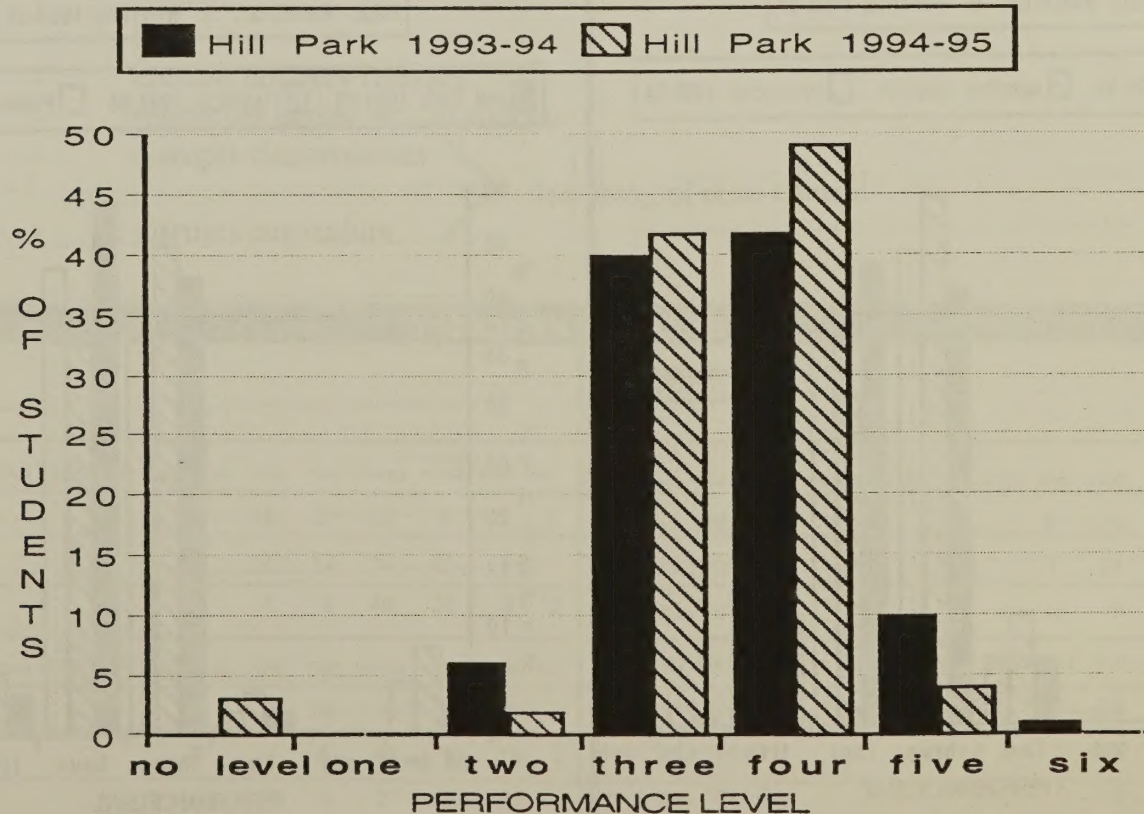


GRADE 9 RESULTS-HILL PARK SECONDARY SCHOOL

HILL PARK-Gr. 9 READING



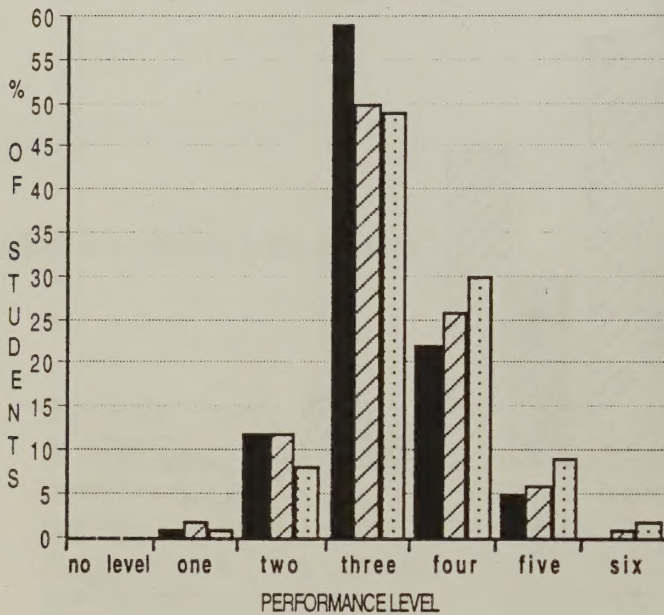
HILL PARK-Gr. 9 WRITING



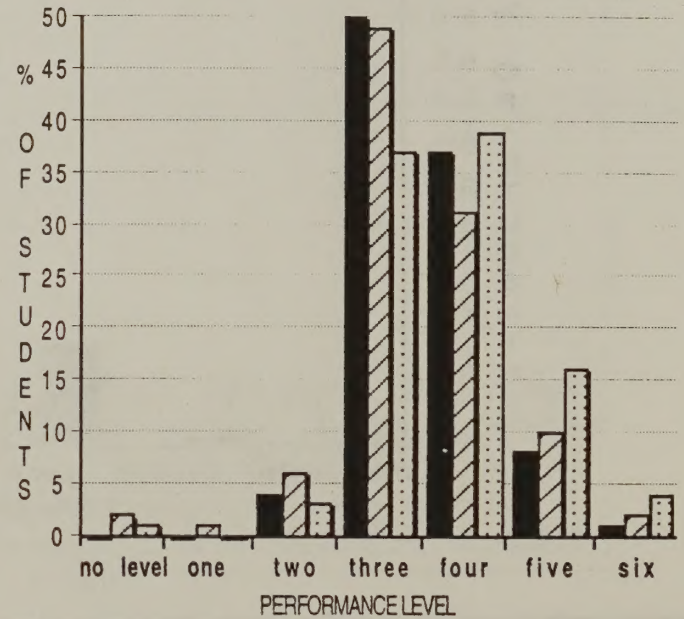
GRADE 9 RESULTS-HILL PARK SECONDARY SCHOOL

HILL PARK-Gr. 9 READING-1993-94

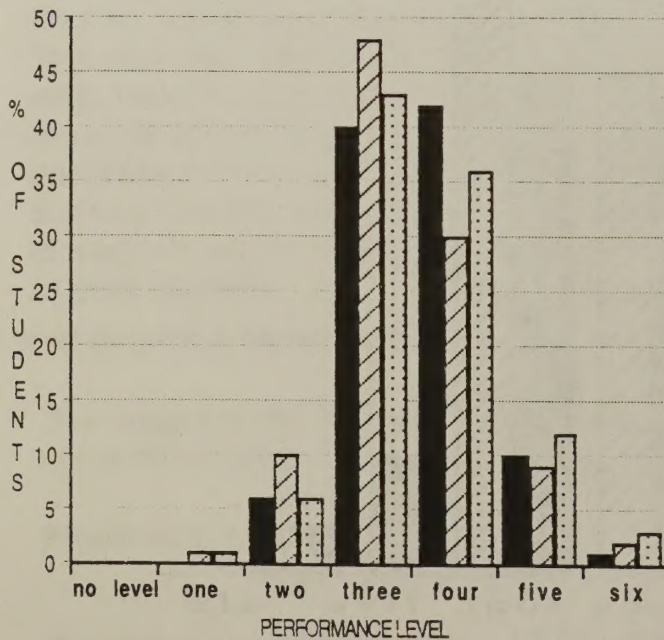
■ Hill Park 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94


HILL PARK-Gr. 9 READING-1994-95

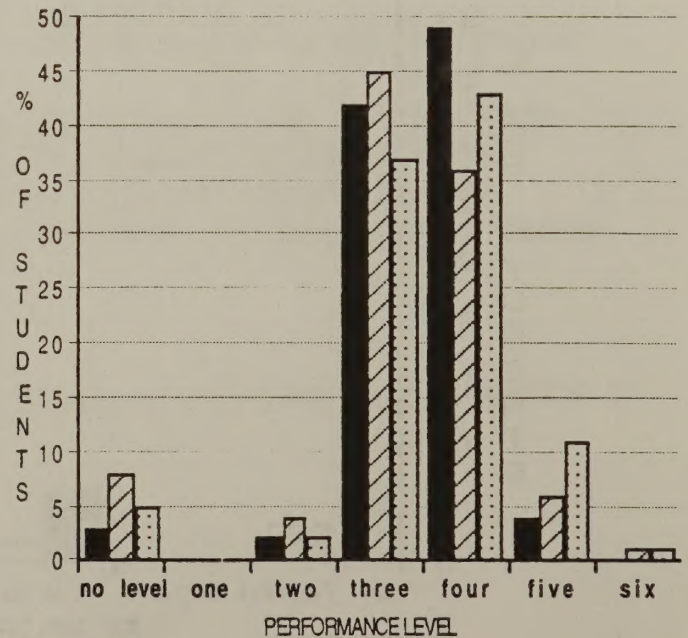
■ Hill Park 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95


HILL PARK-Gr. 9 WRITING-1993-94

■ Hill Park 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94


HILL PARK-Gr. 9 WRITING-1994-95

■ Hill Park 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

MOUNTAIN

SECONDARY SCHOOL

of Grade 9 students -

Participated in Test 85Exempted 0Absent 26

NATURE OF THE SCHOOL

- vocational secondary
- 2/3 of students have an identified learning disability
- all students have a modified or alternative programme

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

- difficult
 - long
 - content not very relevant
 - reinforces earlier lack of success
 - disrupts class routines
 - disrupts curriculum
- lessening of class control

SCHOOL RESULTS

READING

MOUNTAIN - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MOUNTAIN 1993-94		16	30	35	0	0	0
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
MOUNTAIN - GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MOUNTAIN 1994-95	110	10	15	29	41	5	0
HAMILTON 1994-95		2	1	6	49	31	10
PROVINCIAL 1994-95		1	0	3	37	39	16

WRITING

MOUNTAIN - GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MOUNTAIN 1993-94		5	22	67	4	0	0
HAMILTON 1993-94		1	10	48	30	9	0
PROVINCIAL 1993-94		1	6	43	36	12	0
MOUNTAIN - GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MOUNTAIN 1994-95	97	12	5	30	50	2	0
HAMILTON 1994-95		8	0	4	45	36	6
PROVINCIAL 1994-95		5	0	2	37	43	11

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

- indicate existence of Literacy Programme, open to all motivated Mountain S.S. students

With your secondary school staff?

- make staff aware of statistics
- ask staff to identify reading and writing levels of students in their classes during week one of semester
- ask staff to refer students with reading and writing difficulties to:
 - a) Literacy Programme for long-term help
 - b) Learning Centre for assistance with regular programming
- inservice staff on nature of Literacy Programme, phonic based, so that a consistent approach to Literacy is used in classroom
- ask staff to identify and refer potential tutors to the Literacy Programme

With your students?

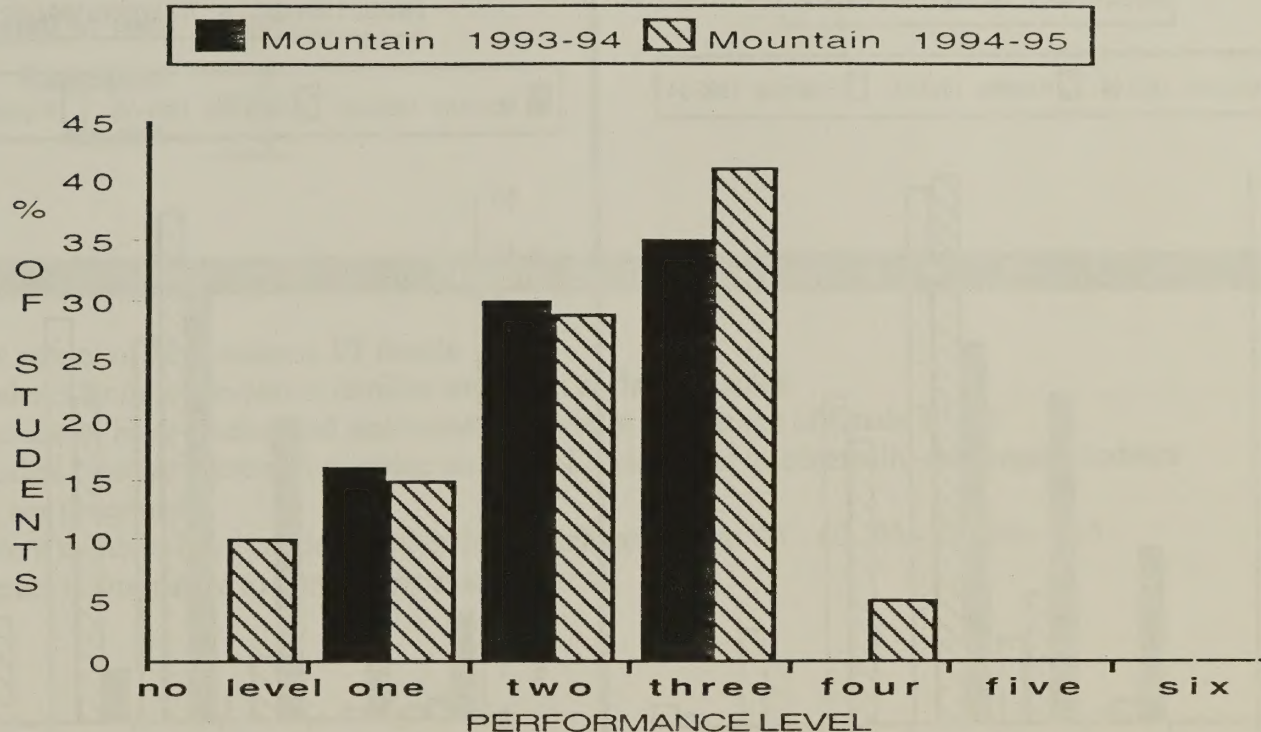
- initiate a daily, 75 minute Literacy Programme - one period semester one and one period semester two
 - a) using Laubach Method of Literacy: core curriculum, sequential, phonic based structured, providing one-on-one assistance
 - b) using as tutors i) senior students from Mountain S.S.
 - ii) senior students from mountain composite secondary schools
 - iii) educational assistants
- initiate a concurrent twice-weekly Literacy Programme
 - a) using community volunteers
- make students aware of programme
- encourage self-referrals
- invite students to enter programme

With your parents & community?

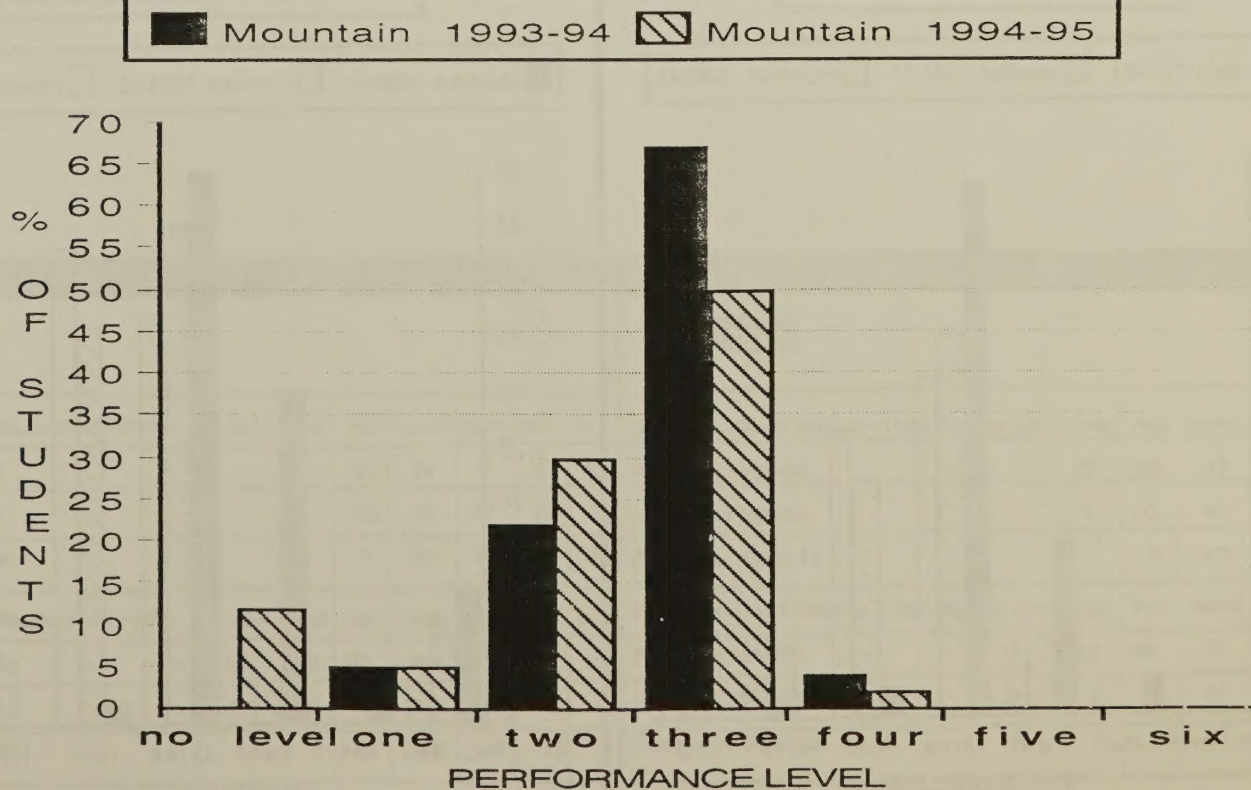
- make parents aware of Literacy Programme via newsletters, Parents' Council
- ask parents to encourage students to enter the programme
- request parent 'tutor' volunteers via Parent Council's newsletter
- request for community tutor volunteers made to:
 - a) Sackville Seniors Centre
 - b) individual community members referred by staff
- plan to broaden community request via Senior Citizens' Council of Hamilton

GRADE 9 RESULTS-MOUNTAIN SECONDARY SCHOOL

MOUNTAIN-Gr. 9 READING



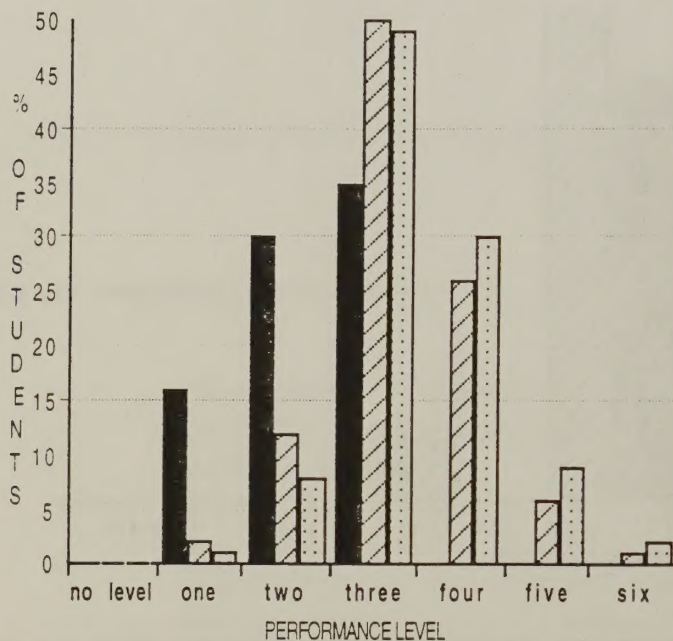
MOUNTAIN-Gr. 9 WRITING



GRADE 9 RESULTS-MOUNTAIN SECONDARY SCHOOL

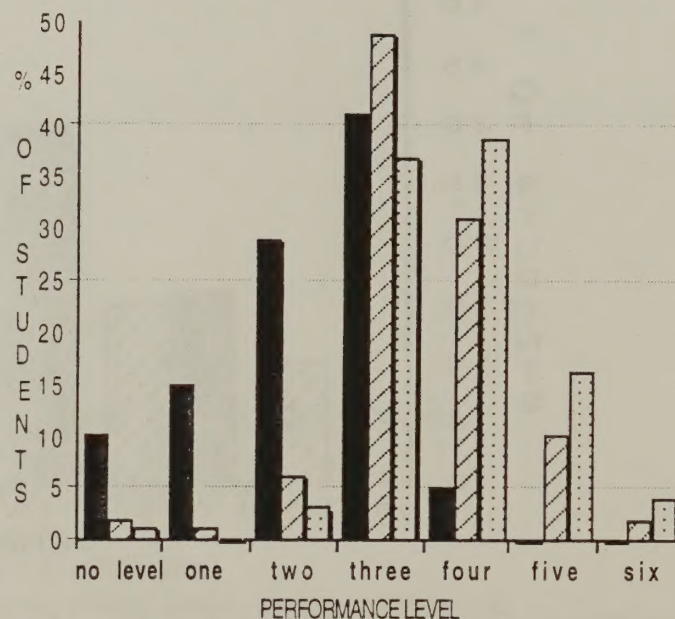
MOUNTAIN-Gr. 9 READING-1993-94

■ Mountain 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



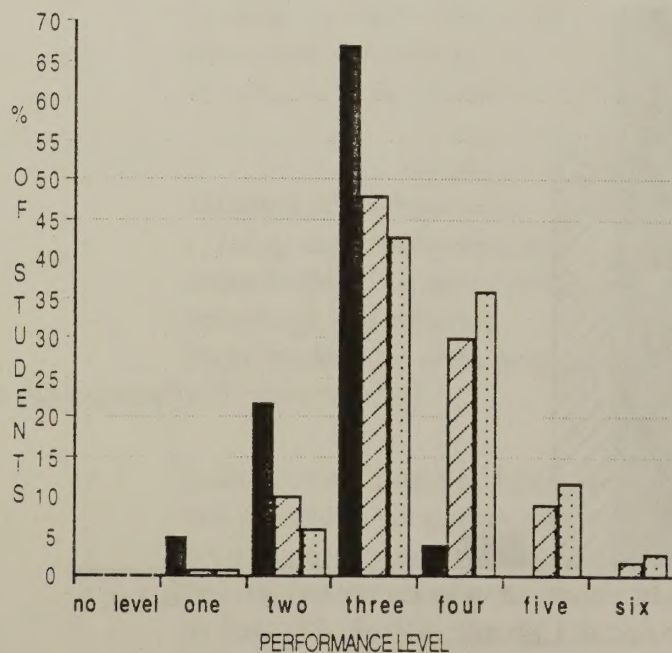
MOUNTAIN-Gr. 9 READING-1994-95

■ Mountain 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



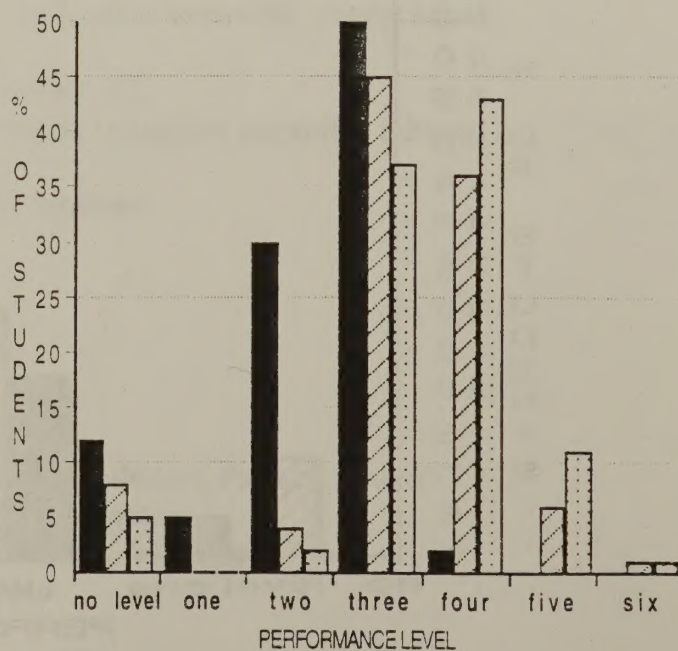
MOUNTAIN-Gr. 9 WRITING-1993-94

■ Mountain 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



MOUNTAIN-Gr. 9 WRITING-1994-95

■ Mountain 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

PARKVIEW

SECONDARY SCHOOL

of Grade 9 students -

Participated in Test 30Exempted 0Absent 2

NATURE OF THE SCHOOL

- Inner-city school of 380 students, 1/3 female
- Many students from single-parent families and/or on social assistance.
- Grade 9 students have reading and mathematics scores at an average of Grade 3 level.
- A trend exists clearly reflecting a growing number of socially and intellectually-challenged students requiring our programs.
- Our Grade 9 numbers have continued to increase each year i.e. in '94 - 40, '95 - 62, '96 - 100.
- The program is alternative to better meet student needs.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

Inconsistency of marking. Relevance of this procedure for this type of needy student.

SCHOOL RESULTS

READING

PARKVIEW - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
PARKVIEW 1993-94		23	28	28	0	0	0
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
PARKVIEW - GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
PARKVIEW 1994-95	20	0	40	40	0	0	0
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

PARKVIEW -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
PARKVIEW 1993-94		29	58	13	0	0
HAMILTON 1993-94		1	10	48	30	9
PROVINCIAL 1993-94		1	6	43	36	12
PARKVIEW -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
PARKVIEW 1994-95	21	18	46	14	0	0
HAMILTON 1994-95	8	0	4	45	36	6
PROVINCIAL 1994-95	5	0	2	37	43	11

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

We have 15 feeder schools across the lower city. In discussing transition years' issues, our students were seen as not yet in this grouping. Therefore we are working still on junior outcomes and indicators.

With your secondary school staff?

Because of cuts to our staff, we have had to curtail our Literacy Program. We can only offer a full program at the Grade 9 level. By using computers, tutors and Literacy Council material, we are designing a new approach to try to help an extremely disadvantaged segment of students.

With your students?

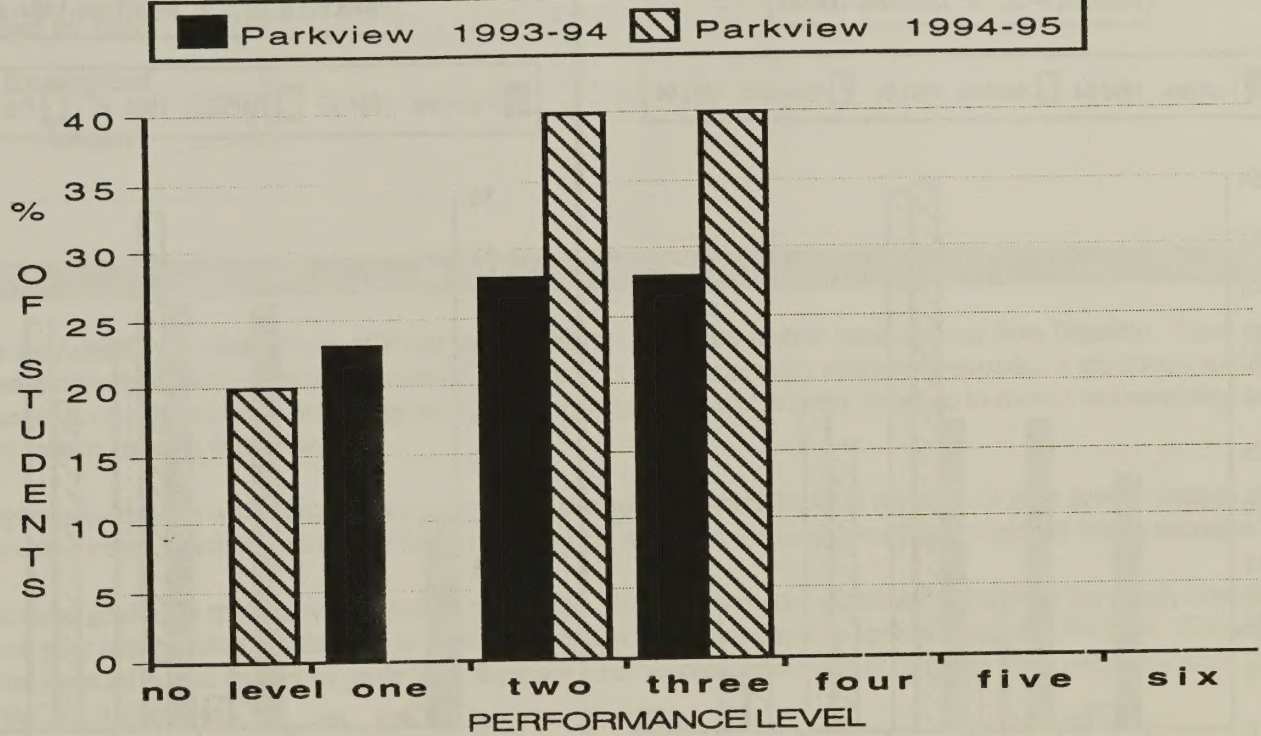
Implementing a Grade 9 literacy component, a life skills component and a school-wide social skills initiative, students will act as tutors.

With your parents & community?

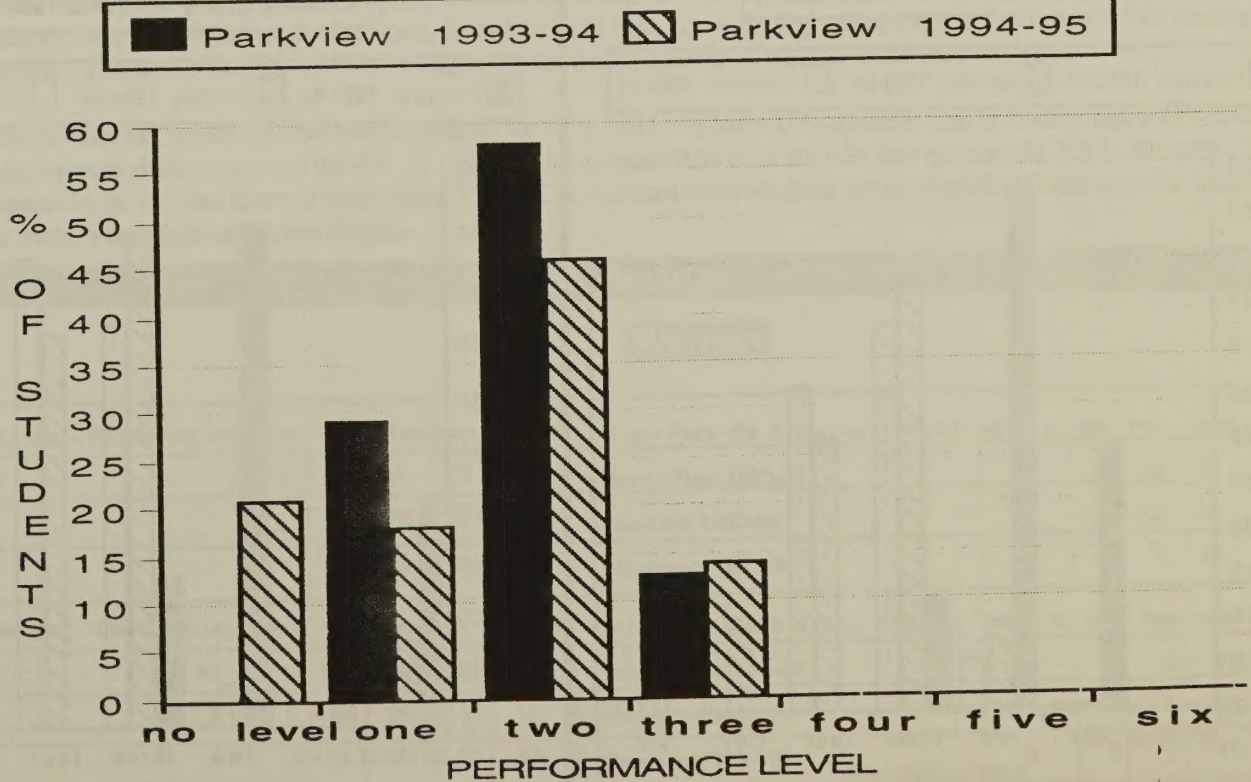
Grade 9 students this year were able to take advantage of a semester-long co-op placement in the community. This experience was beneficial for the students and community organizations that participated.

GRADE 9 RESULTS-PARKVIEW SECONDARY SCHOOL

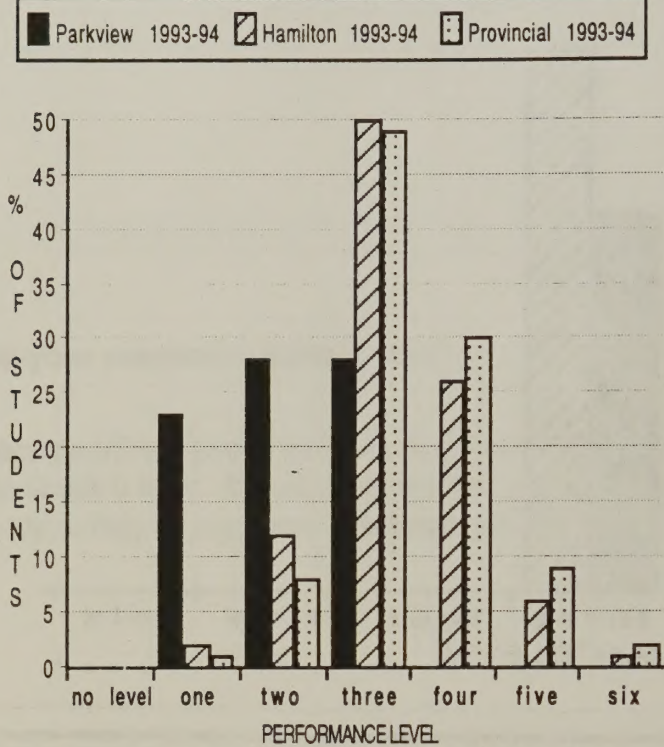
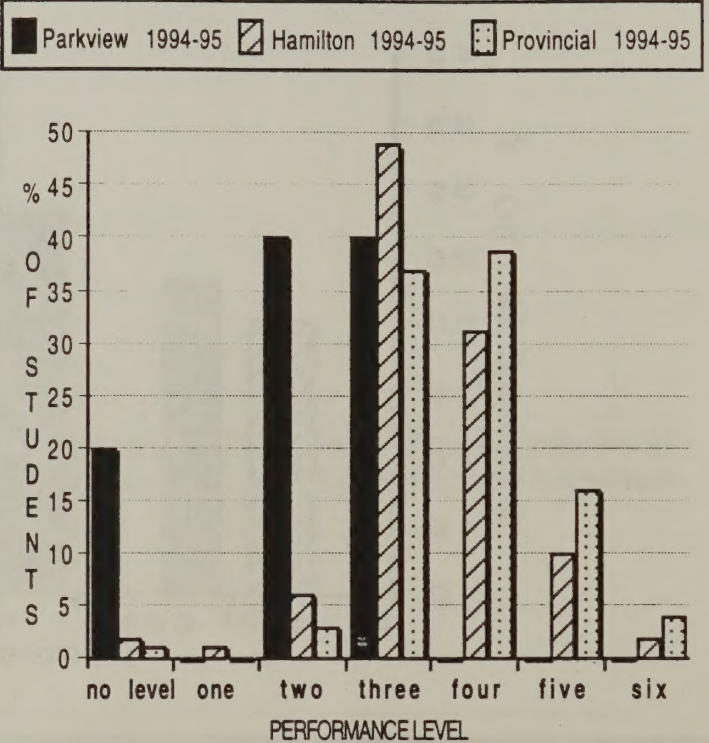
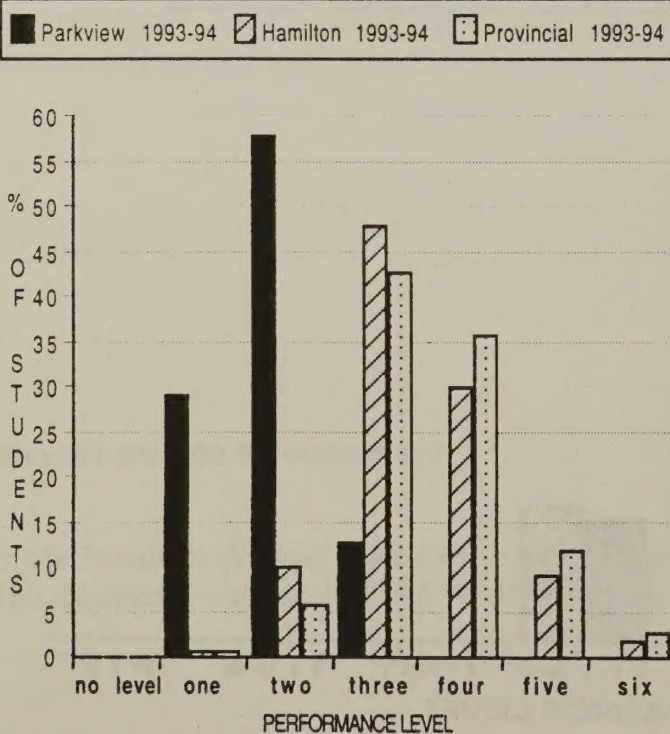
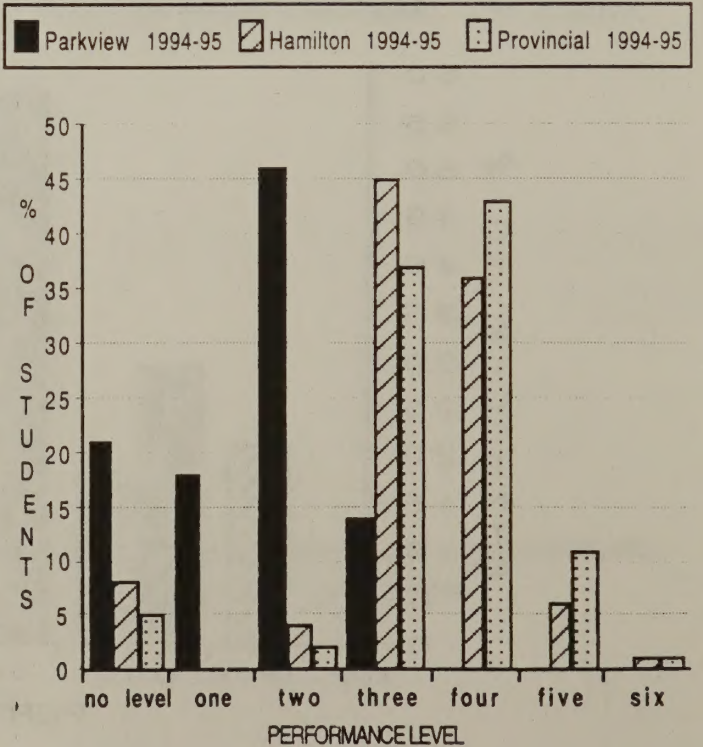
PARKVIEW-Gr. 9 READING



PARKVIEW-Gr. 9 WRITING



GRADE 9 RESULTS-PARKVIEW SECONDARY SCHOOL

PARKVIEW-Gr. 9 READING-1993-94

PARKVIEW-Gr. 9 READING-1994-95

PARKVIEW-Gr. 9 WRITING-1993-94

PARKVIEW-Gr. 9 WRITING-1994-95


of Grade 9 students -

Participated in Test 177

Exempted 0

Absent 21

NATURE OF THE SCHOOL

Our feeder schools are Adelaide Hoodless, Prince of Wales and Tweedsmuir. We also receive some students from Bennetto. These are inner city schools in a predominantly working class neighbourhood. Our students come from many ethnic backgrounds. A significant number of students speak a language other than English when they are at home. A large number of students do not go to college and university; after leaving school they hope to enter the workforce.

In general, our neighbourhood is one which undergoes a great deal of change every year. Many of our students have several changes of school during their educational careers. Many students come from homes that are lacking in stimulating reading material for young teenagers.

In 1994-1995 the class of grade nine students was especially challenging. Not only was poor attendance a feature of the group; in addition disruptive behaviour, poor concentration and defiance of authority were descriptors that could be applied to many in the class. Although discipline reports are recorded in total and not by grade level, the grade nines accounted for many of them. In 1994-1995 there were 1132 discipline reports and 162 suspensions.

A number of changes have been made in 1995-96, and the school tone has improved significantly.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

The test requires at least ten instructional periods in order to be completed. The writing test consists of three components. Despite the best efforts of their teachers, this section was perceived by many students as having no real value since the test results were not used in any evaluation of the students. Many students, in all likelihood, did not try their best, hence the high percentage of "no levels". The reading test requires only two periods. The results in 1994-1995 were slightly better than the scores in reading in the previous year.

Although the chart below does not record the absentee percentage for 1993-1994, we had a 10% absentee rate in reading and a 25% rate in writing. These results are very similar rates in 1994-95. In 1994-95, the recorded data does not take into account the E.S.L. students. Twenty students who participated in the test had taken or were taking E.S.L. One hundred thirty students spoke English at home as a first language; twenty four students spoke a language other than English.

SCHOOL RESULTS

READING								WRITING						
SCOTT PARK -GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX	SCOTT PARK -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
SCOTT PARK 1993-94		3	22	48	20	2	1	SCOTT PARK 1993-94		3	16	61	17	3
HAMILTON 1993-94		2	12	50	26	6	1	HAMILTON 1993-94		1	10	48	30	9
PROVINCIAL 1993-94		1	8	49	30	9	2	PROVINCIAL 1993-94		1	6	43	36	12
SCOTT PARK -GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX	SCOTT PARK -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
SCOTT PARK 1994-95	10	1	13	53	20	4	0	SCOTT PARK 1994-95	27	1	9	53	9	1
HAMILTON 1994-95	2	1	6	49	31	10	2	HAMILTON 1994-95	8	0	4	45	36	5
PROVINCIAL 1994-95	1	0	3	37	39	16	4	PROVINCIAL 1994-95	5	0	2	37	43	11

With your elementary feeder schools?

PAGE 35

The results of the 1993-94 and 94-95 have been shared with the feeder schools. The English department head has met with the grade seven and grade eight language arts teachers from Adelaide Hoodless to align curriculum. Although a further meeting was scheduled, at this point it has not occurred. The English head has also spoken informally with teachers from Prince of Wales and Tweedsmuir. More discussion is planned. The Guidance counsellors from Scott Park and the feeder schools have met to discuss "at risk" students who would benefit from a "transitions" programme in English and Math. We look forward to sharing the results of the Grade 8 CAT with our feeder schools next year.

With your secondary school staff?

The grade nine curriculum has been revised to reflect the standards and outcomes in Board documents. The Action plan from 1993-94 has been shared with the English teachers. A transitions class has been created for students who are transferred to grade nine. Grade nine English teachers have met with Doug Dunford to discuss "Portable Literacy Skills". This information was shared with the entire English department and the History and Geography department heads.

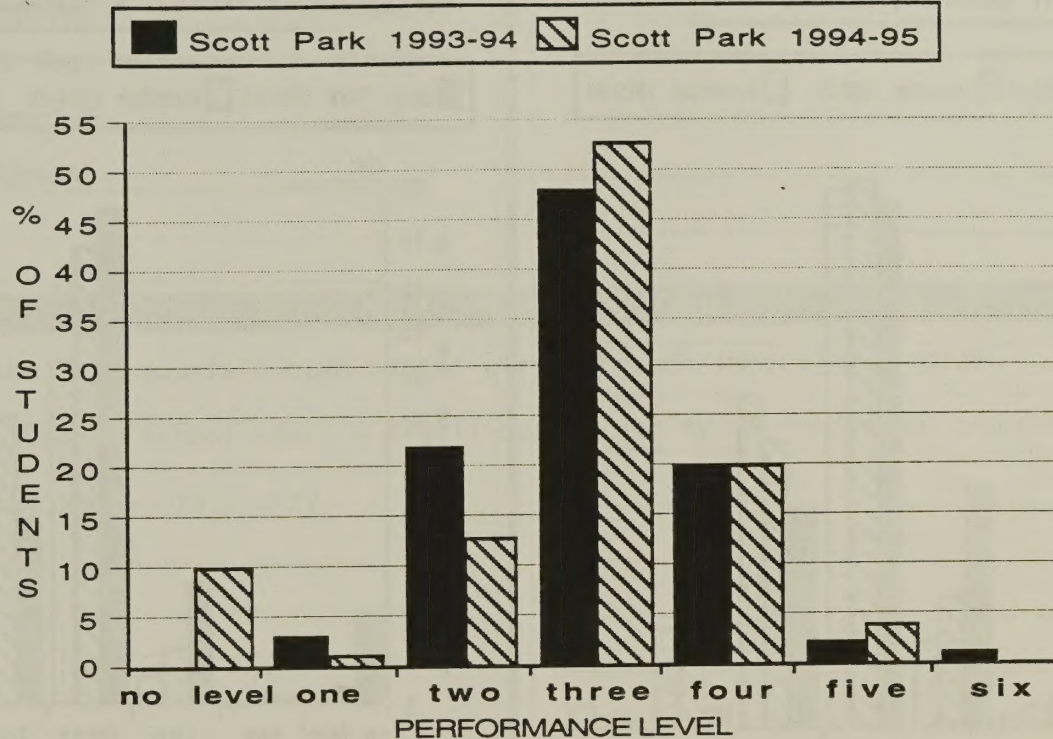
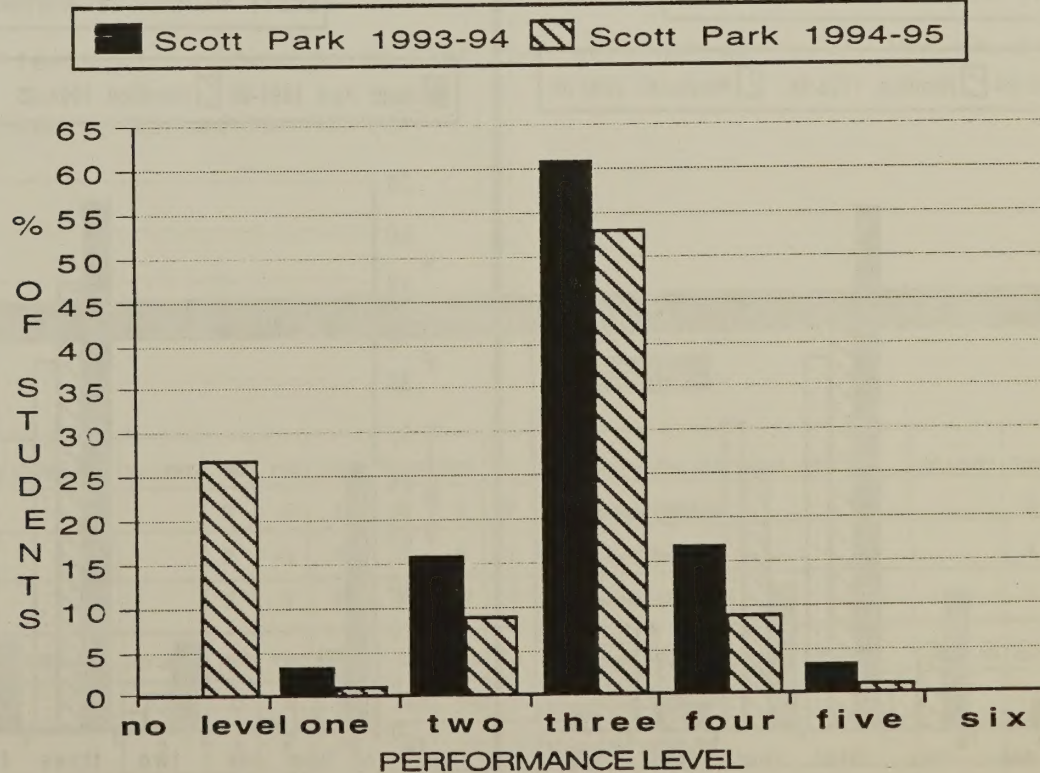
Several teachers attended the Differentiation workshop conducted by Carol Ramberan and John Samara.

With your students?

A peer tutoring programme has been developed to provide assistance for "at risk" students. These peer tutors work with students in a variety of learning clusters and encourage the growth of literacy skills. Recently an Educational Assistant has been assigned to the Learning Resource department to assist the students; she has been helping with remedial reading. As mentioned above, at risk students are taught English and Math in a special, yearlong transitions class. The new grade nine classes have been arranged in cohorts; the reachback students have been placed in a separate English class. Sustained silent reading is an important part of the English programme. Models of writing from the Provincial Report have been given to the grade nine teachers for use with the students. A student produced, year-end magazine has provided opportunities for students to publish their writing.

With your parents & community?

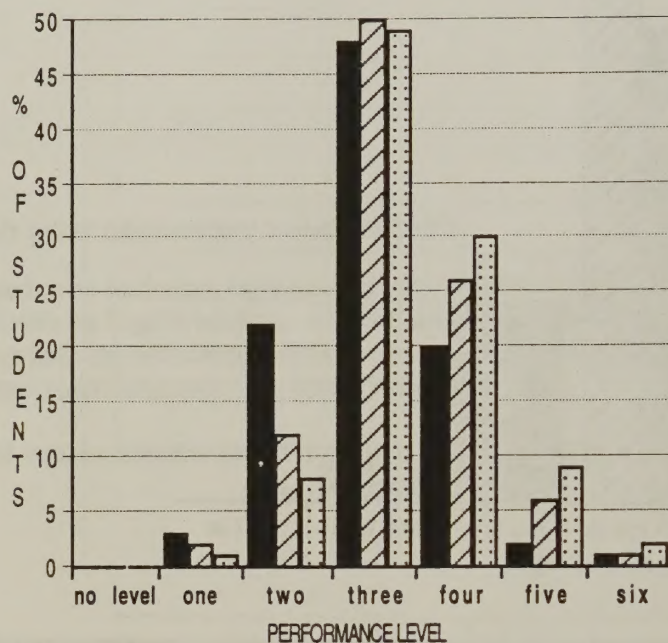
The results of the provincial tests were published in the school newsletter. In addition to the communications required by the Ministry of Education, a presentation was made by the English head to the Parents' Council. Tests, scores, samples of work were shared.

GRADE 9 RESULTS-SCOTT PARK SECONDARY SCHOOL**SCOTT PARK-Gr. 9 READING****SCOTT PARK-Gr. 9 WRITING**

GRADE 9 RESULTS-SCOTT PARK SECONDARY SCHOOL

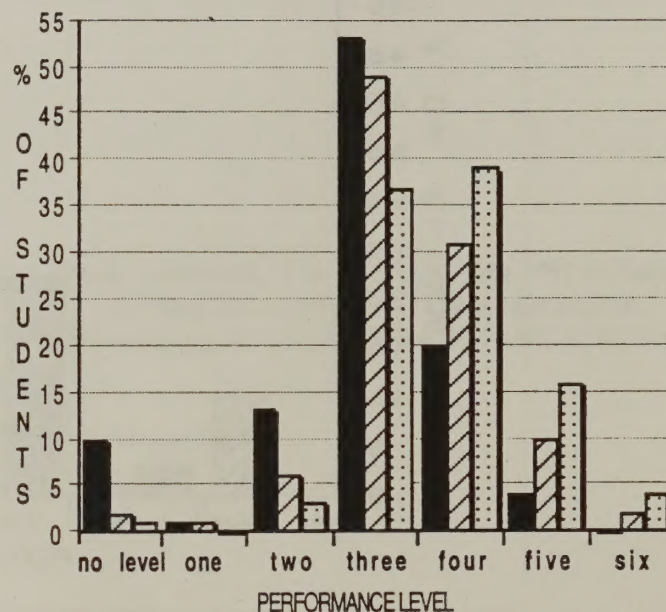
SCOTT PARK-Gr. 9 READING-1993-94

■ Scott Park 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



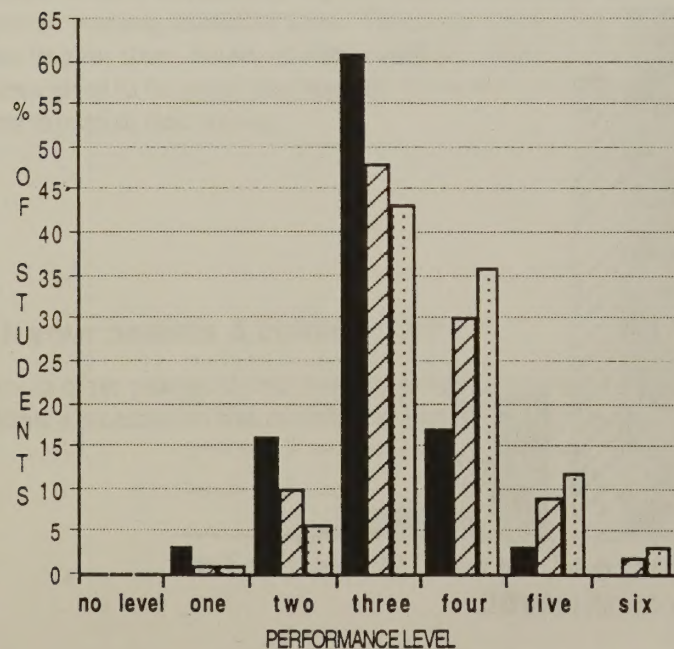
SCOTT PARK-Gr. 9 READING-1994-95

■ Scott Park 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



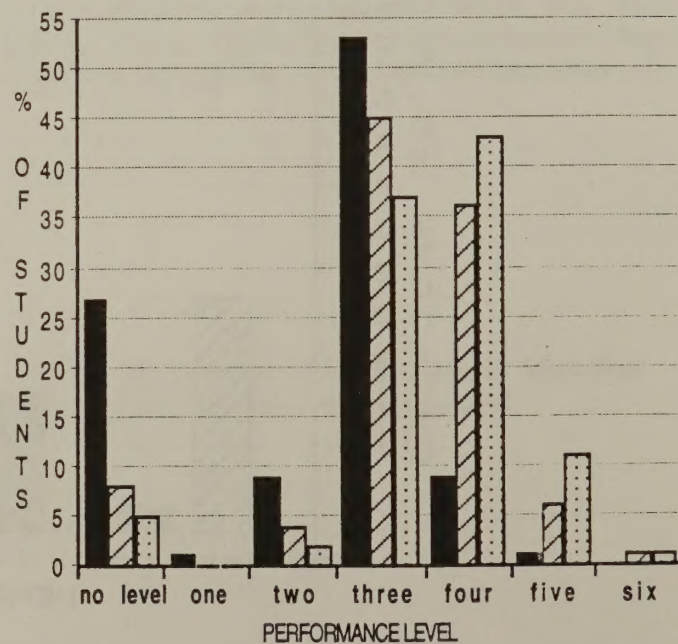
SCOTT PARK-Gr. 9 WRITING-1993-94

■ Scott Park 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



SCOTT PARK-Gr. 9 WRITING-1994-95

■ Scott Park 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

SHERWOOD

SECONDARY SCHOOL

(Sem. 1&2)
3 Feb. 1995
September 94

of Grade 9 students -

Participated in Test

312

Exempted

2

Absent

10

NATURE OF THE SCHOOL

Sherwood is the only mountain high school with a French Immersion Program.

Also, in the 1994-95 school year, a significant minority of the school population still came from Wentworth County.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

- seemed fair but was far too complicated (too many separate components in each half
- validity of tests in question given that they were not admin in 1995-96 and no plans have been announced for 1996-97

SCHOOL RESULTS

READING

SHERWOOD -Gr. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
SHERWOOD 1993-94		2	9	53	29	5	2
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
SHERWOOD -Gr. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
SHERWOOD 1994-95	1	0	3	48	32	15	1
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

SHERWOOD -Gr. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
SHERWOOD 1993-94		0	7	49	33	10	
HAMILTON 1993-94		1	10	48	30	9	
PROVINCIAL 1993-94		1	6	43	36	12	
SHERWOOD -Gr. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
SHERWOOD 1994-95	4	0	2	47	40	5	
HAMILTON 1994-95	8	0	4	45	36	6	
PROVINCIAL 1994-95	5	0	2	37	43	11	

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

- sharing of data (actual individual student results remitted)
- informal discussion of quality of reading materials in use in feeder schools and in Sherwood Grade 9 English course

With your secondary school staff?

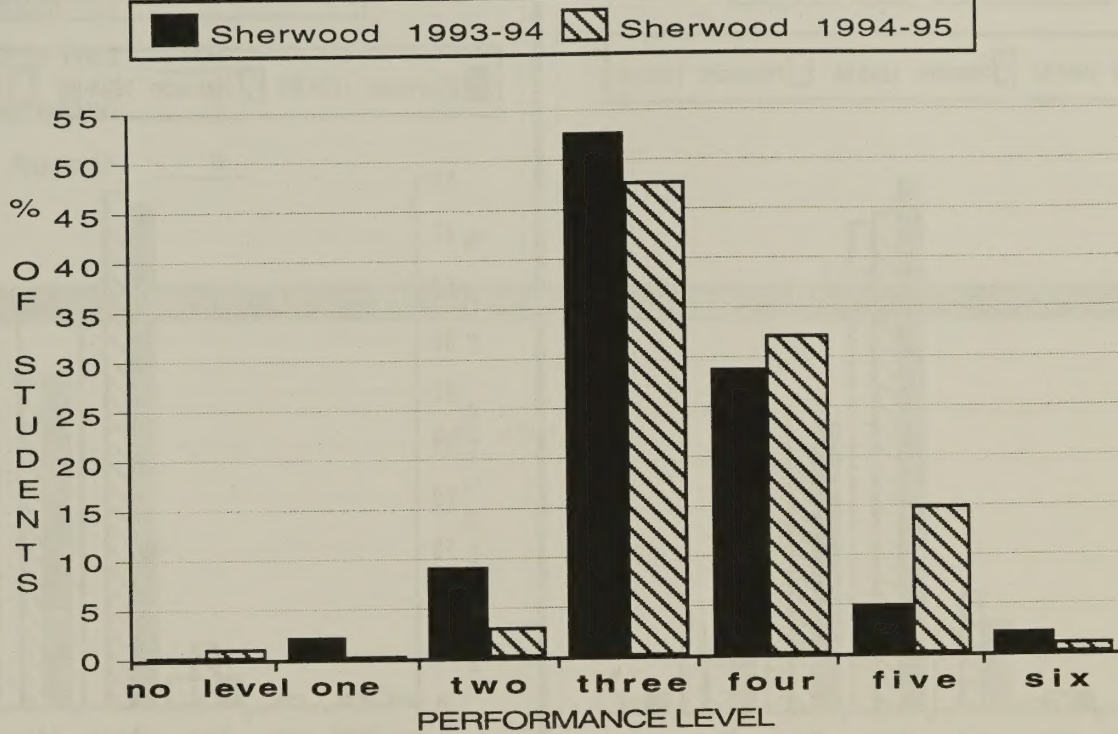
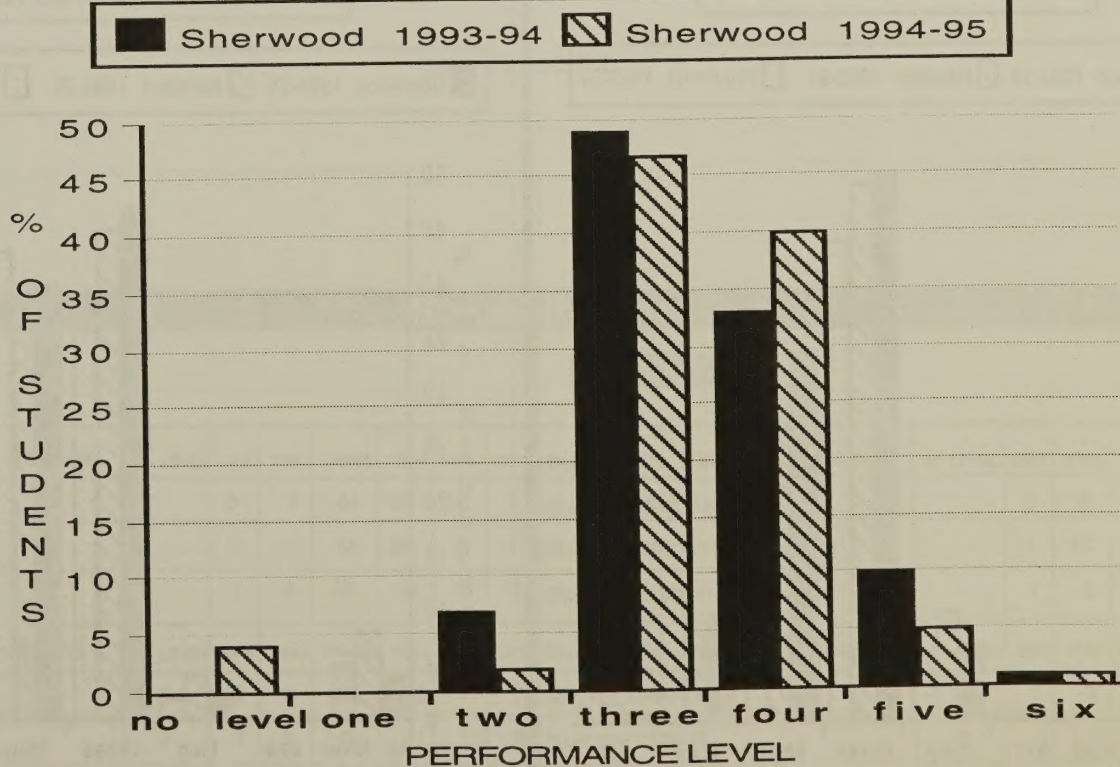
- discussion at Staff Meeting of results and possible interpretations
- discussion of reading and writing that are specific to various subjects, especially note-making and report-writing

With your students?

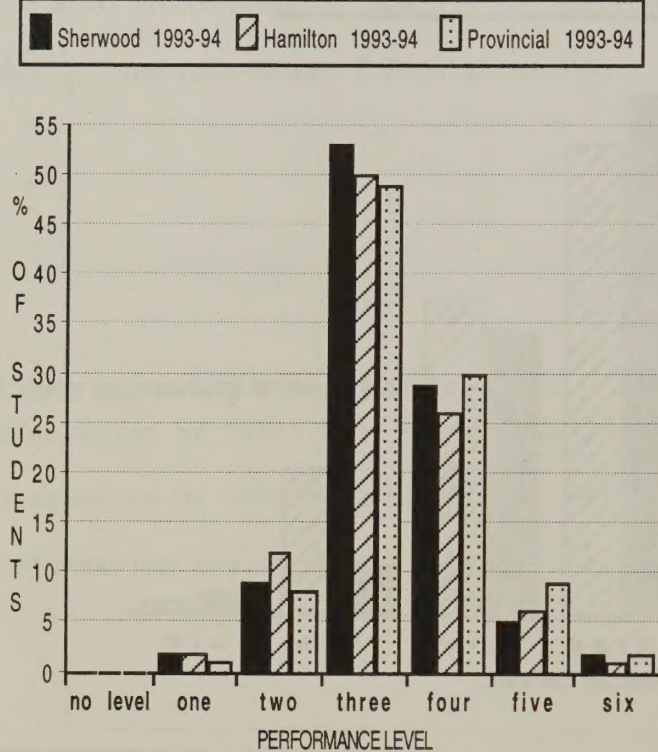
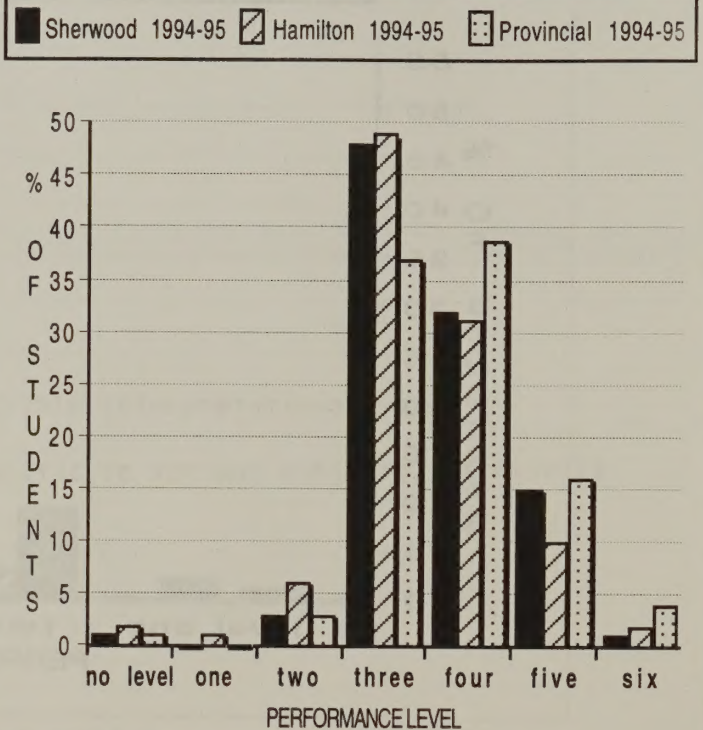
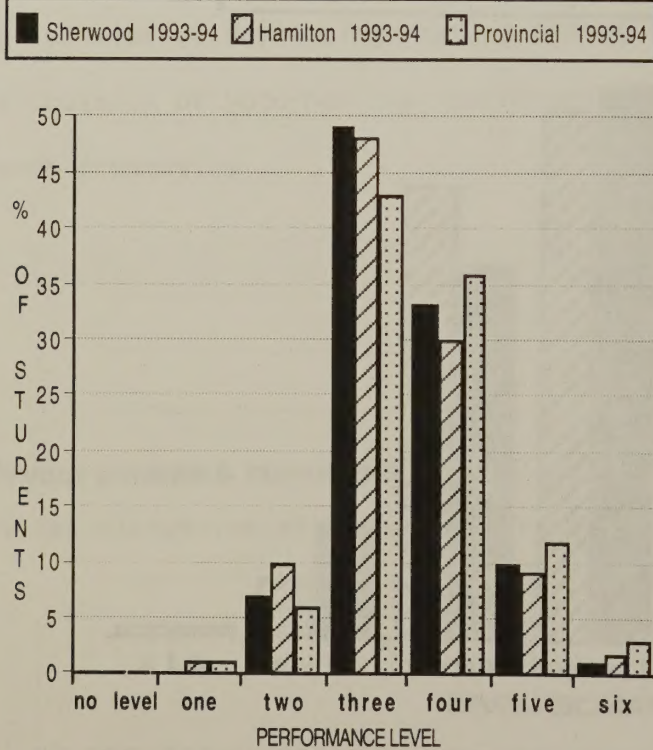
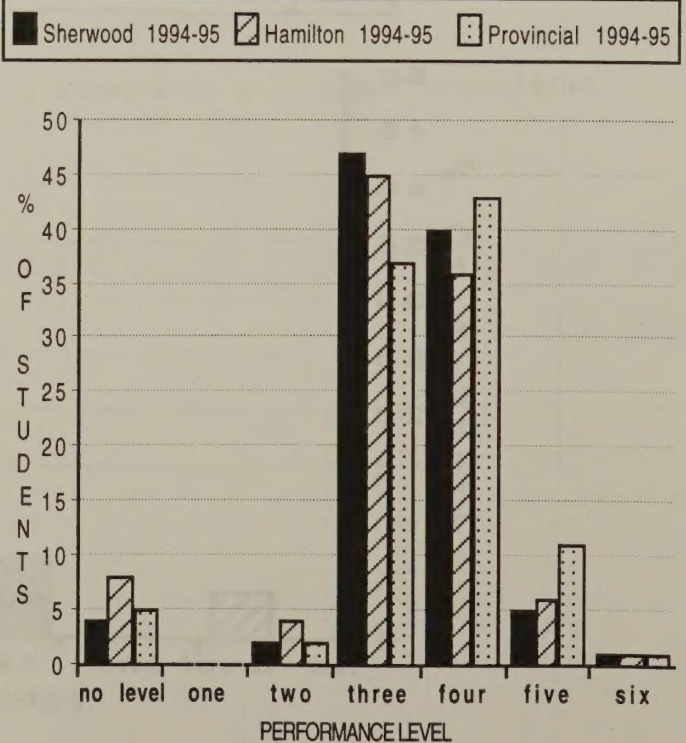
- discussion of developing reading habits beyond the classroom
- discussion of note-making, report-writing, etc., especially with computer-assisted word processing

With your parents & community?

- brief discussion at Parents' Council meeting

GRADE 9 RESULTS-SHERWOOD SECONDARY SCHOOL**SHERWOOD-Gr. 9 READING****SHERWOOD-Gr. 9 WRITING**

GRADE 9 RESULTS-SHERWOOD SECONDARY SCHOOL

SHERWOOD-Gr. 9 READING-1993-94

SHERWOOD-Gr. 9 READING-1994-95

SHERWOOD-Gr. 9 WRITING-1993-94

SHERWOOD-Gr. 9 WRITING-1994-95


GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

SIR ALLAN MACNAB

SECONDARY SCHOOL

of Grade 9 students -

Participated in Test 186Exempted 0Absent 9

NATURE OF THE SCHOOL

SEE ATTACHED

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

SEE ATTACHED

SCHOOL RESULTS

READING

MacNab - Gr. 9 Reading -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacNab 1993-94		0	7	44	36	10	1
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
MacNab -Gr. 9 Reading -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacNab 1994-95	2	0	3	38	35	17	5
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

MacNab -Gr. 9 Writing -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacNab 1993-94		0	8	49	29	11	3
HAMILTON 1993-94		1	10	48	30	9	2
PROVINCIAL 1993-94		1	6	43	36	12	3
MacNab -Gr. 9 Writing -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacNab 1994-95	8	1	2	45	37	7	0
HAMILTON 1994-95	8	0	4	45	36	6	1
PROVINCIAL 1994-95	5	0	2	37	43	11	1

SCHOOL COMMENTS ABOUT THE TEST

The initial testing procedure in the fall of 1993 was a difficult and time consuming process as we spent at least a week introducing the subject and introducing the students to the format of "jigsaw" group work required.

We had had the students exactly fourteen and a half days before the testing began. Of that time, we had spent at least a week on "transitions" materials in order to make the students comfortable in the school. Therefore, when it came to choosing the "best piece" of writing that each had done there was not a great variety and quantity to choose from.

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

R. A. Riddell is a JK to 8 school with students coming from many different backgrounds. This range includes low socio-economic pockets to professional working class groups. There is a significant proportion of immigrant families in the area. A large number of the students come from single parent households or blended families.

The middle school classes are made up of students from Ryckman Corners, James MacDonald, Seneca and R. A. Riddell schools. The school has two self-contained special education classes as well as approximately twenty-five exceptional students in regular classes. Of these twenty-five students, five are identified gifted. We have a considerable number of E.S.L. students serviced through an E.S.L. programme.

The main feeder school for MacNab is Chedoke Middle School, supplying approximately 60 to 70% of our grade nine population.

Chedoke is in an area of established west mountain homes ranging from single family dwellings, townhouses, geared-to-income rowhousing as well as large apartment complexes along Mohawk Road. The school population is diverse in socio-economic background. The feeder schools are Holbrook, Mountview, Gordon Price, Seneca and Buchanan Park.

Chedoke School's population is impacted by two self contained special education classes and one comprehensive class. Its E.S.L. population also impacts on the program.

These two main feeder schools impact on MacNab context for programming and demand a wide diversity of program content and delivery methods to address their diverse needs.

ACTION PLAN

READING

- 1. Identification by middle schools of those students with inadequate reading levels. In June of 96 English Head visited with all six of the Chedoke grade eight teachers and reviewed each graduate as to level of ability and progress. Findings conveyed to LRT.**
- 2. In-service for Macnab LRT and classroom teachers on the basics of TEACHING reading. Suggestion of purchasing "Hooked on Phonics" for LRT room.**
- 3. Acquisition of vocabulary appropriate reading materials such as the glossy cover, larger print, high adventure, personal conflict, low vocabulary novels that entice students to read.**

Use of Bullseye abridged classics and classic comics in the classroom.
eg. As of this September we have purchased the Bullseye version of DAY OF THE JACKAL for general level.
- 4. Work with librarian to stock a variety of magazines for recreational reading.**
eg. Canadian Geographic, National Wildlife. Librarian is asking teachers to contribute magazines for reading rack.

WRITING

- 1. Use of senior student mentors and co-op students in the classroom to assist students.**
- 2. Reactive writing to the literature in the forms of role playing followed by scripting for the oral student. eg. open-ended stories or re-write the ending to suit personal tastes.**
- 3. Acquisition of writer-friendly materials like Scope Magazine, Readers Digest monthly kits and Macleans kits. This Sept. we have just purchased over \$400. worth of kits for the two 2 Basic classes.**
- 4. Use of Cover Sheets that detail expectations of the writing task and show the marks assigned to each aspect required.**
- 5. Increased student access to computer labs. Rooms 115 and 123 now have 4 computers each.**

FUNCTIONS

ENCOURAGE READING BY:

- 1. Giving LRT support and using senior student mentors in the classroom to those students identified as inadequate readers.**
- 2. Making appealing reading materials available both as part of the course and as recreational reading when tasks are completed.**

3. Making time for student personal reading in class while teacher reading own novel acts as role model. Presentation of individual reading novels by means of collage and readings presented to small groups of students. This alleviates apprehension and allows the students to discuss their reading openly.

FUNCTIONS

READING AND WRITING

1. Attendance of English Teachers at reading and writing conferences.
2. Teachers writing the assigned task along with the students for comparison and correction.(Note this requires some risk taking and sometimes a re-evaluation of task.)

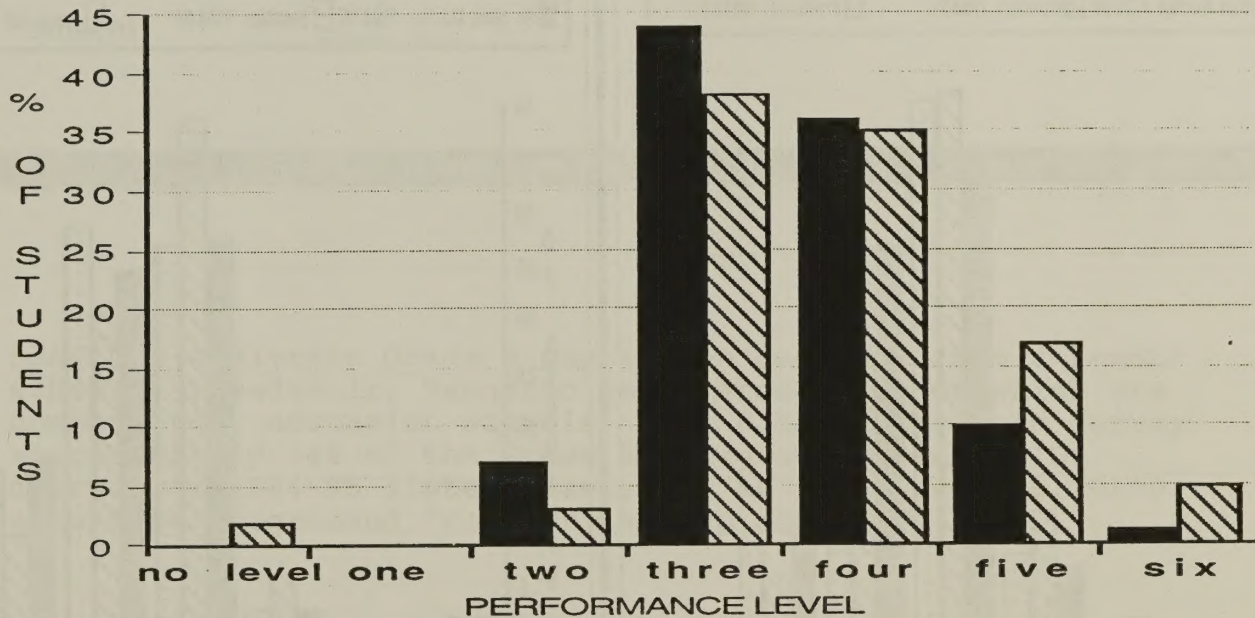
OUTCOMES

READING

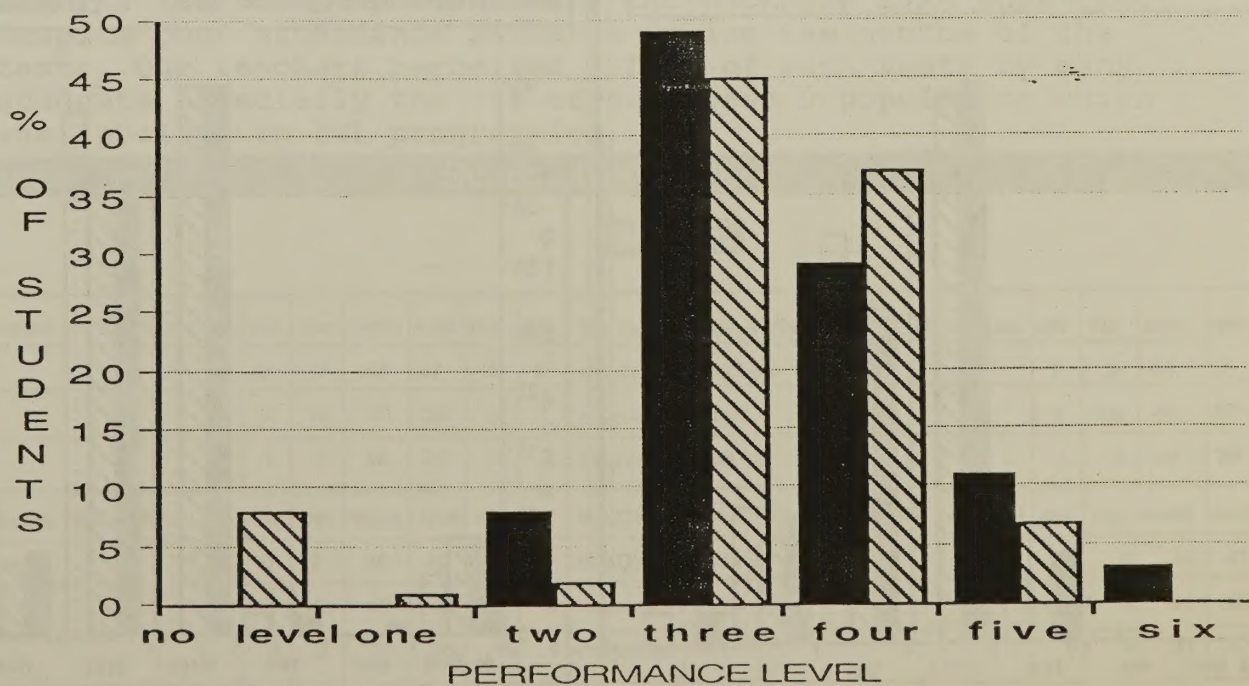
- . Demonstration of understanding of plot sequence
- . Demonstration of empathy for characters
- . Show of interest and involvement in reading
- . Students value and enjoy quiet reading time
- . Grade nine parents are phoned by the 3rd week They are reminded that students have homework and given a report on the child's progress.

GRADE 9 RESULTS-MACNAB SECONDARY SCHOOL**MACNAB-Gr. 9 READING**

■ Sir Allan MacNab 1993-94 ▨ Sir Allan MacNab 1994-95

**MACNAB-Gr. 9 WRITING**

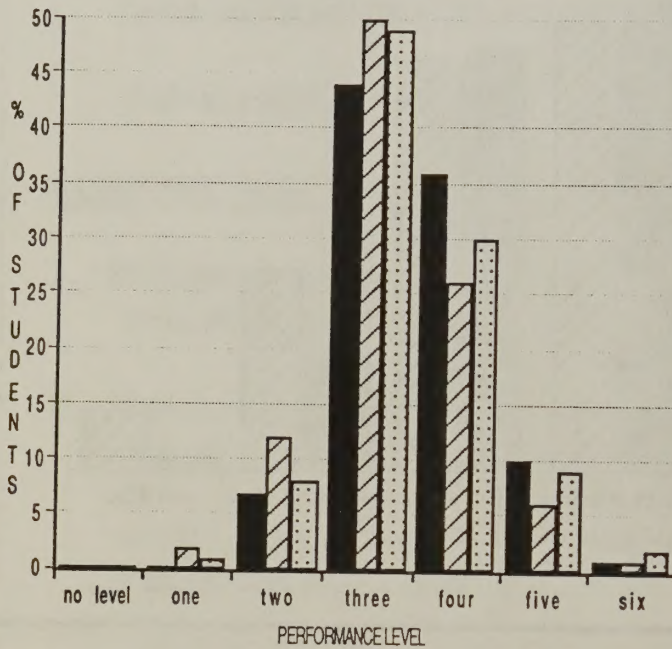
■ Sir Allan MacNab 1993-94 ▨ Sir Allan MacNab 1994-95



GRADE 9 RESULTS-MACNAB SECONDARY SCHOOL

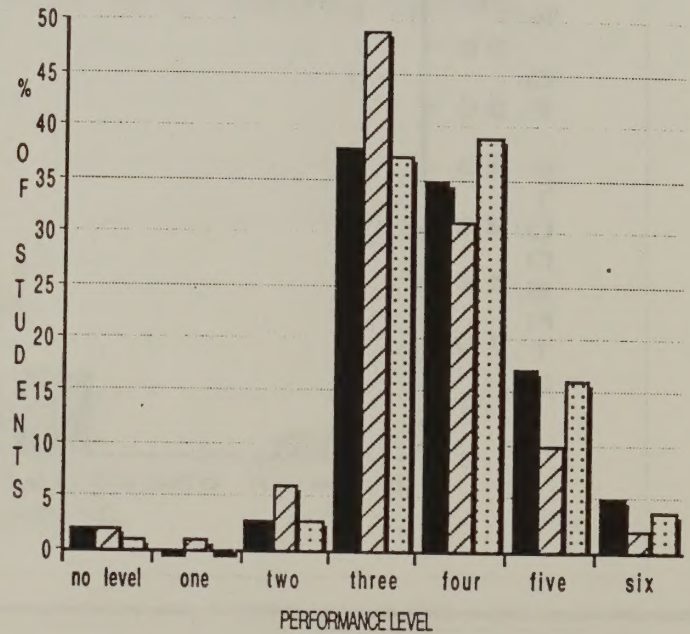
MACNAB-Gr. 9 READING-1993-94

■ Sir Allan MacNab 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



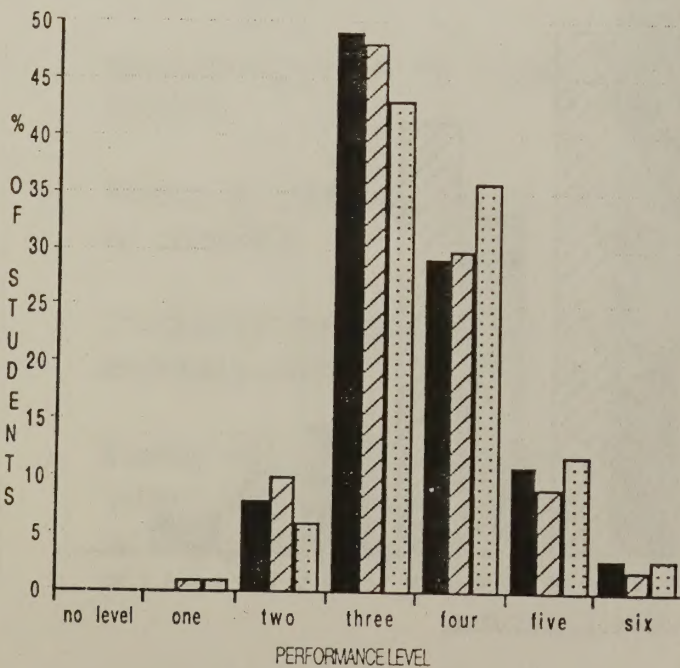
MACNAB-Gr. 9 READING-1994-95

■ Sir Allan MacNab 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



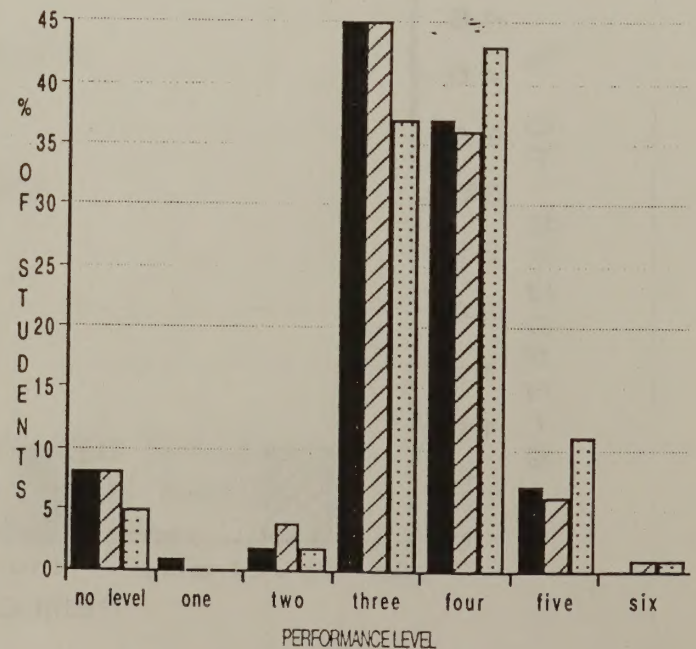
MACNAB-Gr. 9 WRITING-1993-94

■ Sir Allan MacNab 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94



MACNAB-Gr. 9 WRITING-1994-95

■ Sir Allan MacNab 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

PAGE 50

SIR JOHN A. MACDONALD

SECONDARY SCHOOL

of Grade 9 students -

September 94

Participated in Test

148

Exempted

12

Absent

3

NATURE OF THE SCHOOL

SJAM has a diverse Grade 9 population received from 3 feeder schools: Tweedsmuir, Bennetto and Ryerson, two of which are compensatory education schools. On a SJAM demographic survey approximately 24% of the Grade 9's registered in ENG1D courses in 1994-95 listed themselves as ESL students. Many more have progressed from earlier ESL courses.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

It became easier to administer the third series of provincial tests. Our teachers were familiar with the time required and had learned the difficult job of tracking the materials of those students who worked at differing rates and of those who were absent. We were pleased with our results and the completeness of the packages SJAM submitted despite poor attendance patterns during the months of the tests. Our teachers perceived a fear of such tests by many students especially the 24% of our Grade 9 population which was involved in ESL programming.

SCHOOL RESULTS

READING

MacDONALD -Gr. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacDONALD 1993-94		2	9	57	27	3	2
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
MacDONALD -Gr. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacDONALD 1994-95	1	0	3	48	40	7	1
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

MacDONALD - Gr. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacDONALD 1993-94		1	9	44	33	10	3
HAMILTON 1993-94		1	10	48	30	9	2
PROVINCIAL 1993-94		1	6	43	36	12	3
MacDONALD -Gr. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
MacDONALD 1994-95	9	0	0	43	42	5	1
HAMILTON 1994-95	8	0	4	45	36	6	1
PROVINCIAL 1994-95	5	0	2	37	43	11	1

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

PAGE 51

During 1993-1994, there were several meetings between administrators at Tweedsmuir, Bennetto, Ryerson and SJAM and one of the key topics was the Grade 9 testing.

During 1994-1995 there were no opportunities for such meetings partially because the focus at the Board and school level had shifted to the Common Curriculum and Provincial Language Standards.

In June of 1995 we sent a detailed report of both semesters' tests to the feeder school principals involved, to the Superintendent of Schools and to the English Co-ordinator although, at that time, that position had been changed.

With your secondary school staff?

We distributed information to the staff of our school. We celebrated that SJAM had a relatively low rate of incomplete packages and a high success rate, scoring a higher percentage of "Adequate or better" than the Hamilton average.

We affirmed as a staff that reading and writing skills are our school's objective and a strong part of our school's definition of itself. All depts. are committed to this mission.

We held an English dept. meeting to focus on the results and congratulated our Grade 9 teachers on the accuracy of their tracking. The teachers completed evaluation forms and returned them to the ministry. As well, we sent responses to the O.S.S.T.F. survey.

During 1995 and 1996 we have made adjustments to the Grade 9 curriculum to improve the reading and writing opportunities of our students. The reading and writing outcomes are stressed in our evaluation and on our report cards.

With your students?

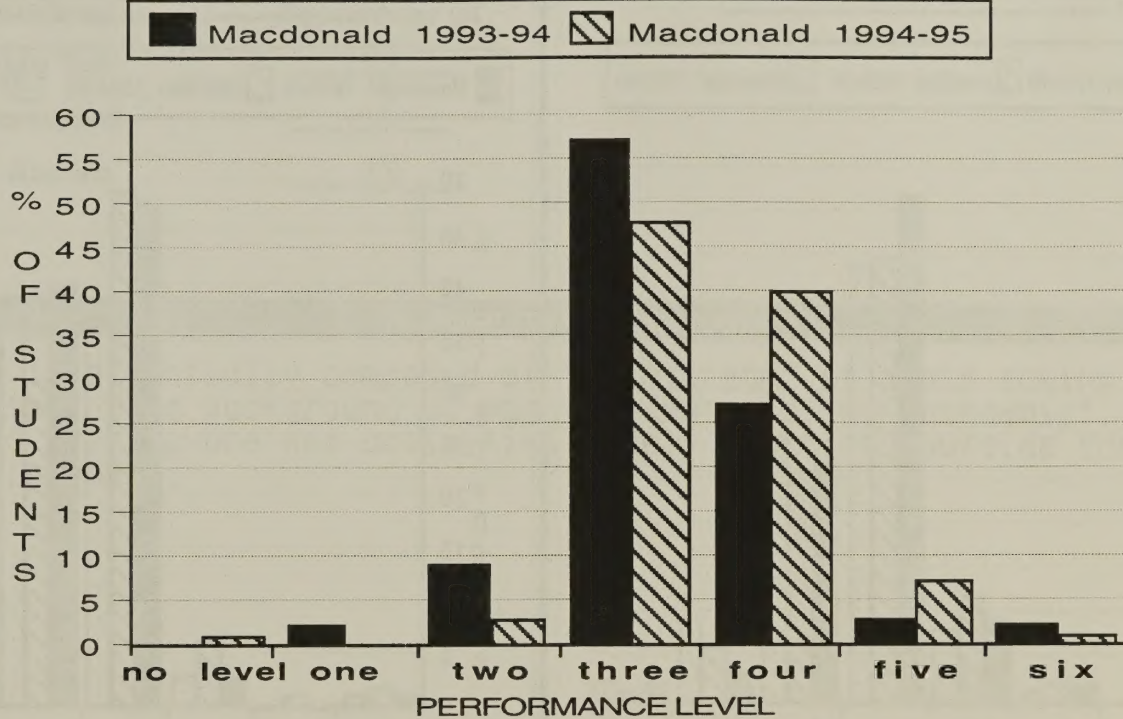
We distributed results to the students. When the packages were returned, we taught our students what the assessment scales meant, looked at several sample or anchor papers, and completed a student evaluation form. We looked at the Sample Writing Portfolios as a way to motivate and improve performance in the Grade 10 writing programmes at SJAM which use writing folders.

With your parents & community?

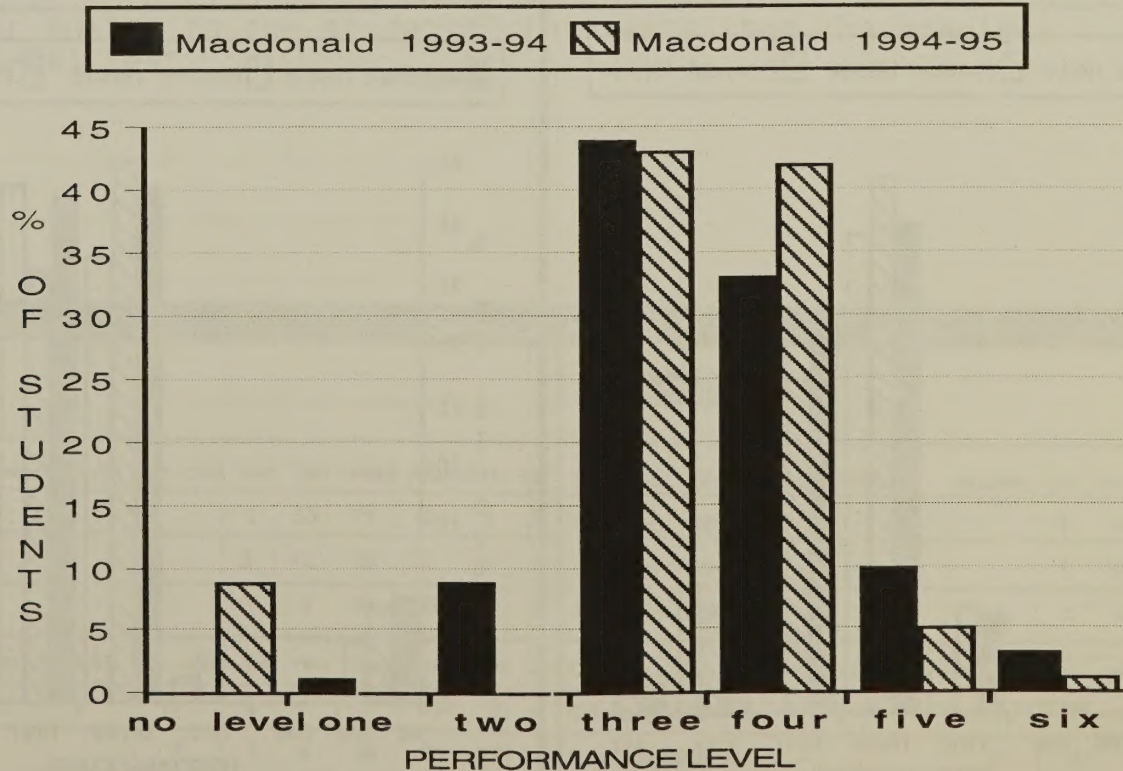
We distributed information on the school and individual's results to the parents and community. We held a session at parents' night to review the results and initiatives.

GRADE 9 RESULTS-MACDONALD SECONDARY SCHOOL

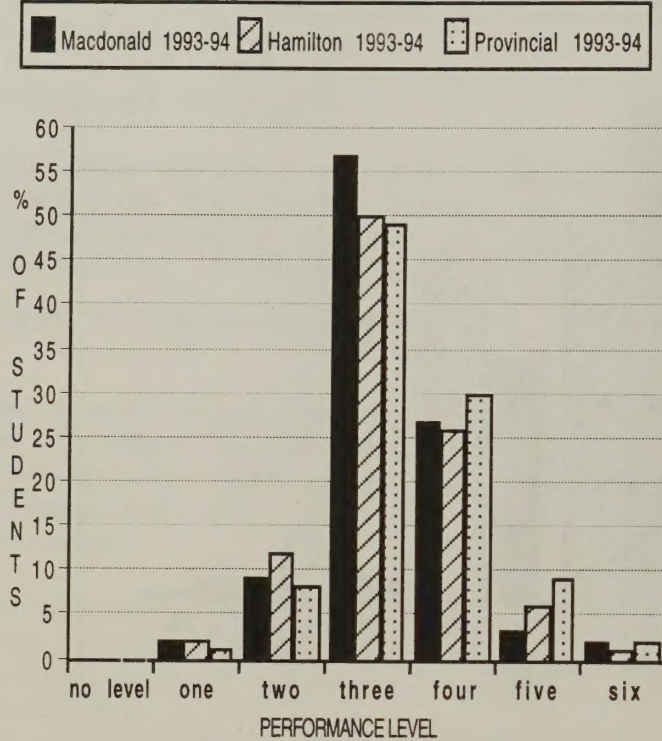
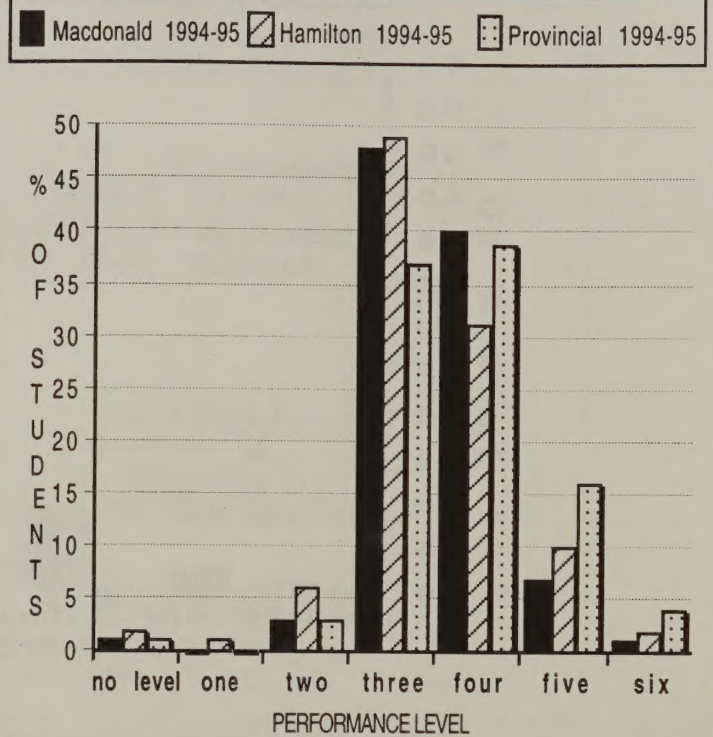
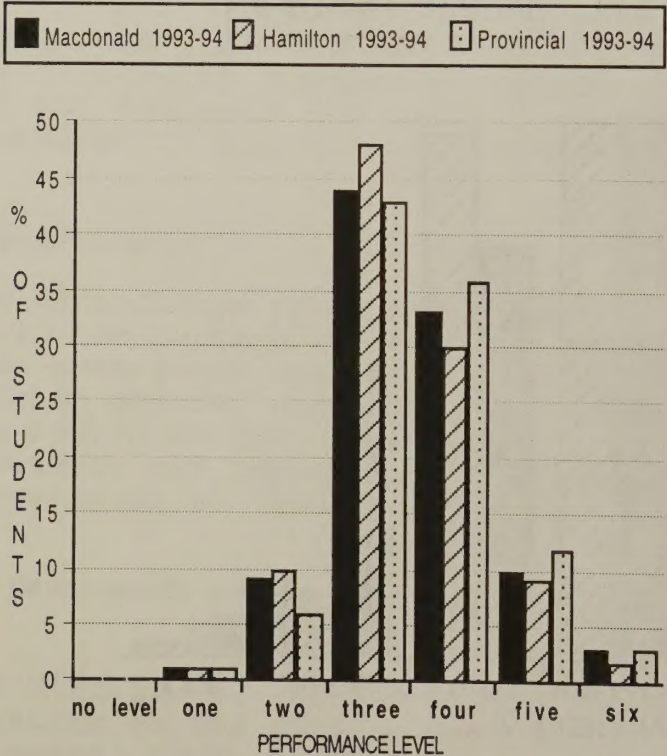
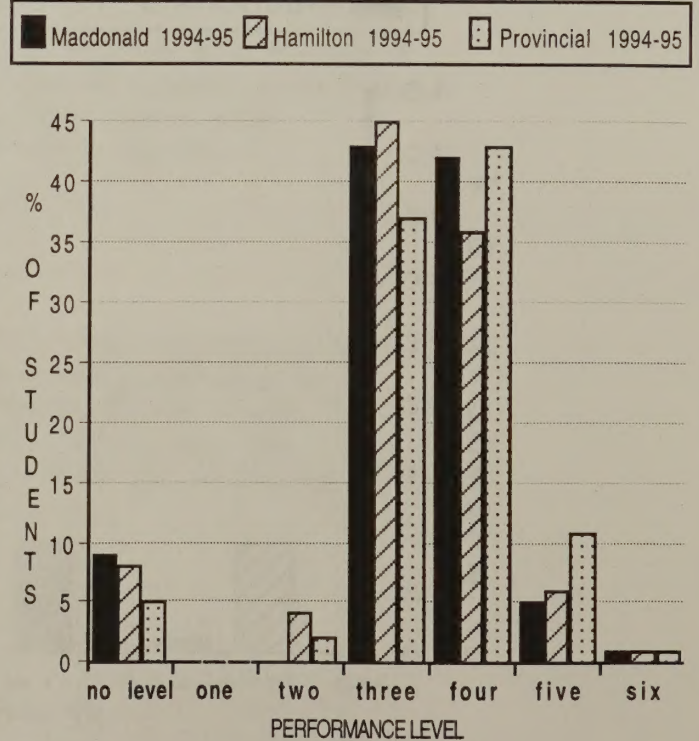
MACDONALD-Gr. 9 READING



MACDONALD-Gr. 9 WRITING



GRADE 9 RESULTS-MACDONALD SECONDARY SCHOOL

MACDONALD-Gr. 9 READING-1993-94

MACDONALD-Gr. 9 READING-1994-95

MACDONALD-Gr. 9 WRITING-1993-94

MACDONALD-Gr. 9 WRITING-1994-95


GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

SIR WINSTON CHURCHILL

SECONDARY SCHOOL

# of Grade 9 students -	September 94
Participated in Test	<u>189</u>
Exempted	<u>0</u>
Absent	<u>13</u>

NATURE OF THE SCHOOL

The school is essentially composed of "mainstream" students taking general level courses. The background of most students is not "academic". Reading and writing are not activities widely practiced outside the school environment.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

The test took up a disproportionate amount of time. It did, however, seem better suited to the students' interests than the previous (i.e. 1993-94) test.

SCHOOL RESULTS

READING

CHURCHILL - Gr. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
CHURCHILL 1993-94		1	13	71	13	1	0
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
CHURCHILL -Gr. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
CHURCHILL 1994-95	1	0	9	70	17	3	0
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

CHURCHILL - Gr. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
CHURCHILL 1993-94		1	16	64	17	2
HAMILTON 1993-94		1	10	48	30	9
PROVINCIAL 1993-94		1	6	43	36	12
CHURCHILL -Gr. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
CHURCHILL 1994-95	13	1	2	61	23	0
HAMILTON 1994-95	8	0	4	45	36	6
PROVINCIAL 1994-95	5	0	2	37	43	11

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

A comprehensive report was sent to each feeder school in June 1995 analyzing the performance of their students.

Personnel changes in several of the feeder schools mitigated against continuity of program development.

With your secondary school staff?

Grade 9 teachers continued to monitor results and adjust curriculum accordingly.

With your students?

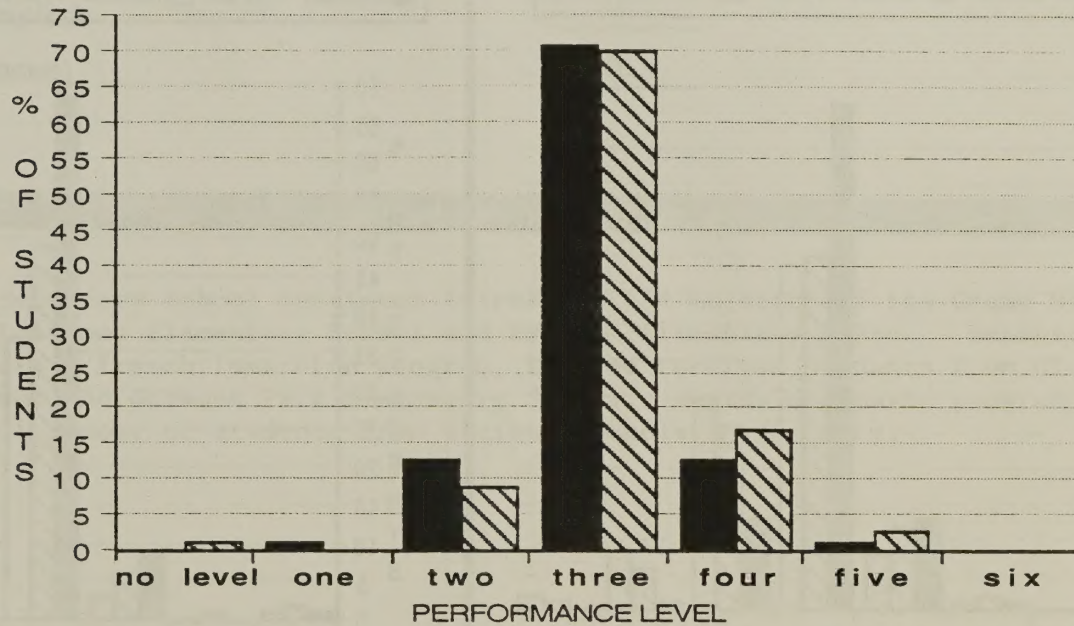
Planned to open two basic level Grade 10 classes for 1996-97 school year. Work also done with "Transitions" class.

With your parents & community?

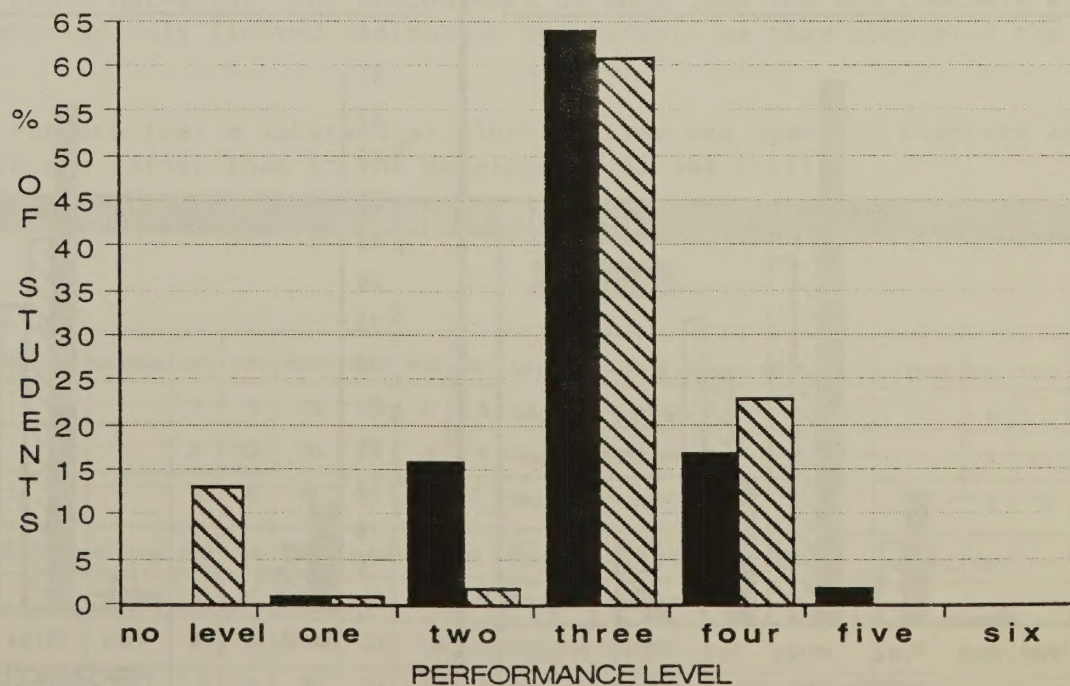
All Grade 9 parents were informed of their student's results and invited to contact the school if they had concerns. None did.

GRADE 9 RESULTS-CHURCHILL SECONDARY SCHOOL**CHURCHILL-Gr. 9 READING**

■ Sir Winston Churchill 1993-94 ▨ Sir Winston Churchill 1994-95

**CHURCHILL-Gr. 9 WRITING**

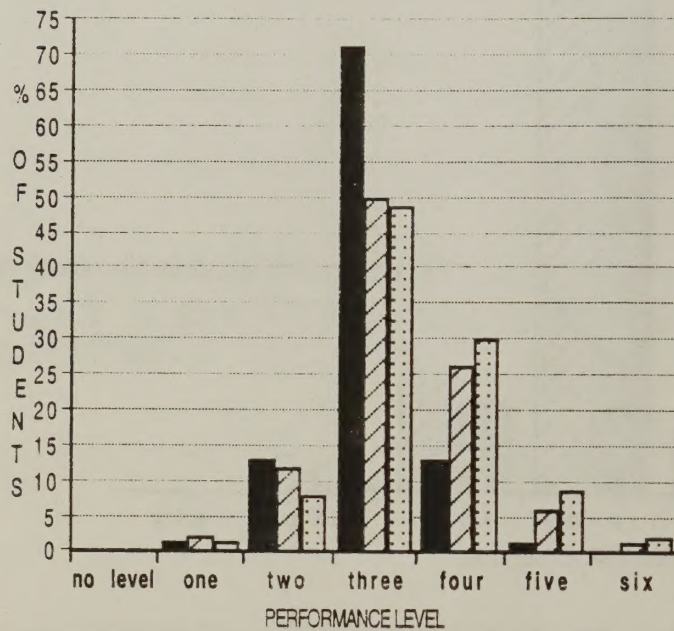
■ Sir Winston Churchill 1993-94 ▨ Sir Winston Churchill 1994-95



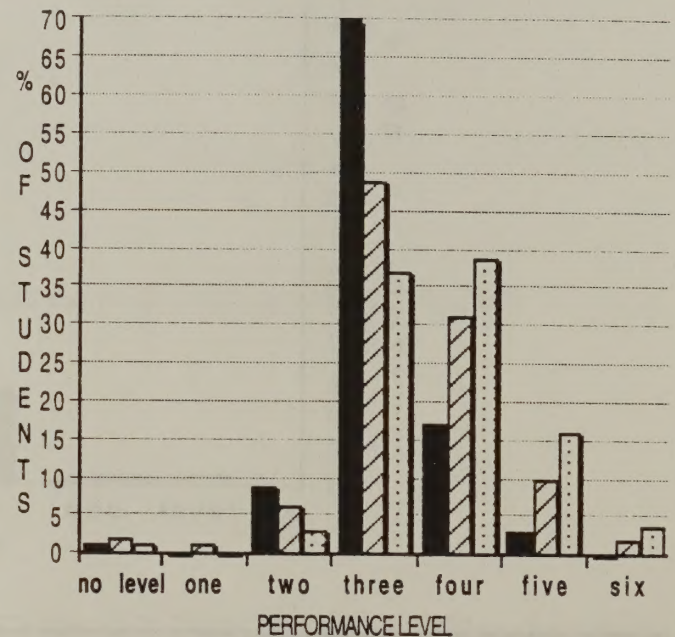
GRADE 9 RESULTS-CHURCHILL SECONDARY SCHOOL

CHURCHILL-Gr. 9 READING-1993-94

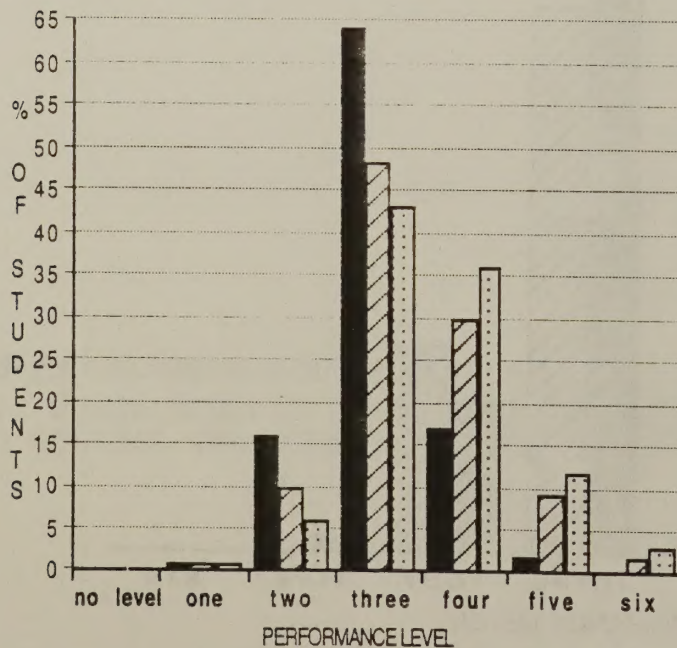
■ Churchill 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94


CHURCHILL-Gr. 9 READING-1994-95

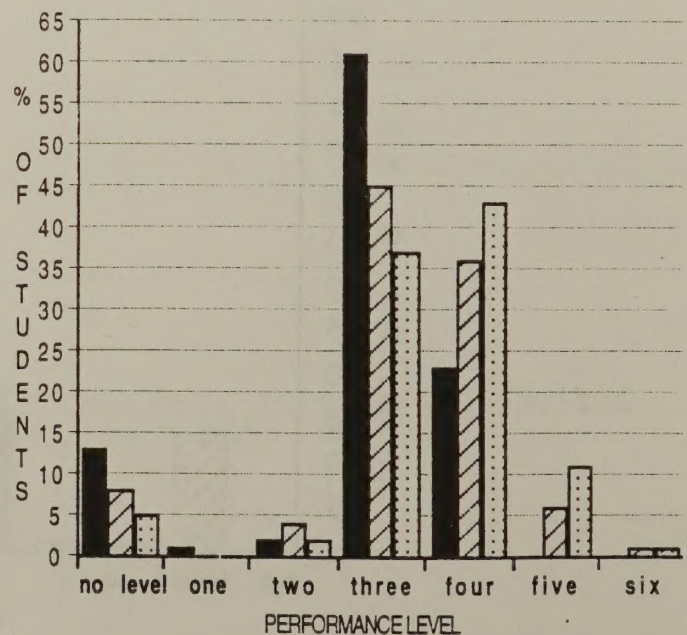
■ Churchill 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95


CHURCHILL-Gr. 9 WRITING-1993-94

■ Churchill 1993-94 ▨ Hamilton 1993-94 ▤ Provincial 1993-94


CHURCHILL-Gr. 9 WRITING-1994-95

■ Churchill 1994-95 ▨ Hamilton 1994-95 ▤ Provincial 1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-95

WESTDALE

SECONDARY SCHOOL

of Grade 9 students -

September 94

Participated in Test

278

Exempted

0

Absent

3

NATURE OF THE SCHOOL

Westdale Secondary School continues to receive the majority of its Grade Nine students from Dalewood Elementary School and Ryerson Elementary School. Because Westdale provides a French Immersion program, it also receives students from Glen Brae Elementary School and Norwood Park Elementary School. Westdale's music program also attracts a small number of students from various schools in the city.

SCHOOL COMMENTS ABOUT THE TESTING PROCESS

Teachers were satisfied with the quality of the test materials. Approximately one month of class time was needed to administer the tests during each semester.

The tests could not affect the course mark by more than 10% and teachers were instructed to provide only limited assistance to students as they completed the test materials.

There was concern that a substantial block of time was spent by teachers exclusively in a testing process rather than in the development of new skills.

SCHOOL RESULTS

READING

WESTDALE - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTDALE 1993-94		1	4	32	38	21	5
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
WESTDALE -Gr. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTDALE 1994-95	0	0	0	29	43	19	8
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

WESTDALE -Gr. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTDALE 1993-94		0	3	36	37	16	
HAMILTON 1993-94		1	10	48	30	9	
PROVINCIAL 1993-94		1	6	43	36	12	
WESTDALE -Gr. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTDALE 1994-95	3	0	0	27	46	21	
HAMILTON 1994-95	8	0	4	45	36	6	1
PROVINCIAL 1994-95	5	0	2	37	43	11	1

ACTION TO DATE/PLANS TO USE THE RESULTS

With your elementary feeder schools?

The test results were shared with the elementary feeder schools to assist in their planning.

With your secondary school staff?

Programme has been developed for 1996-97 to assist both students who need additional literacy support and those who need extra challenges.

The results of the Grade 9 Provincial Reading and Writing Test 1994-95 will be considered by Department Heads as they develop their current department plans.

With your students?

Students were given the results of their tests and instructed to take the results home for discussion with their parents.

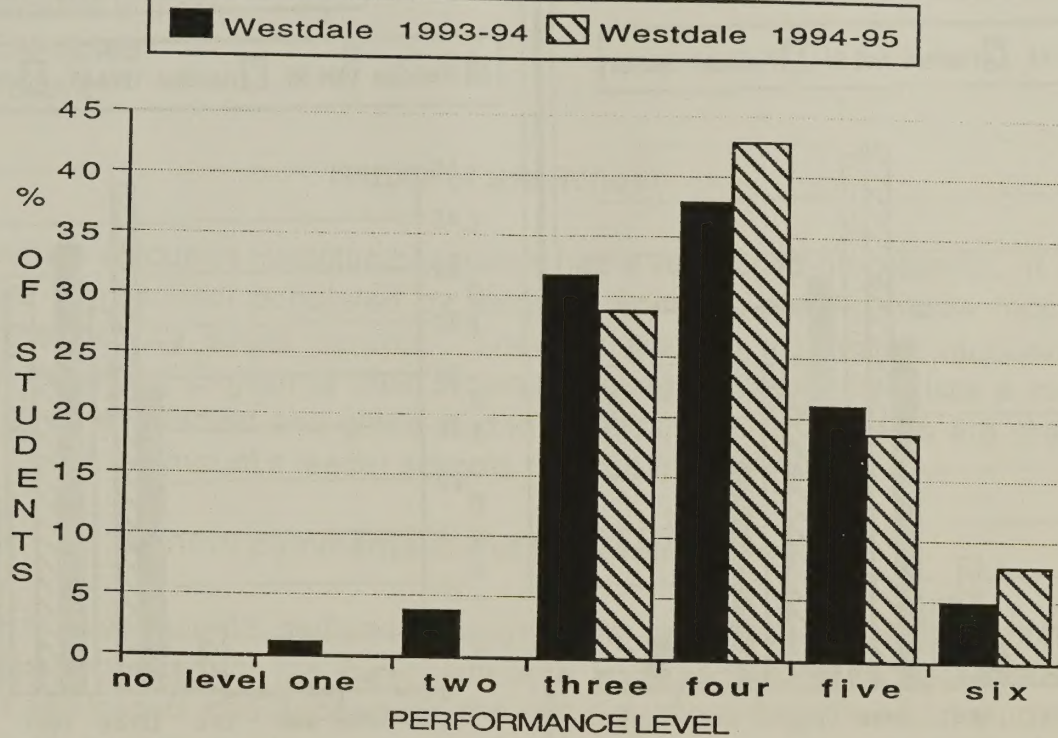
With your parents & community?

Parents have received the results of their children's tests in January 1995 and June 1995.

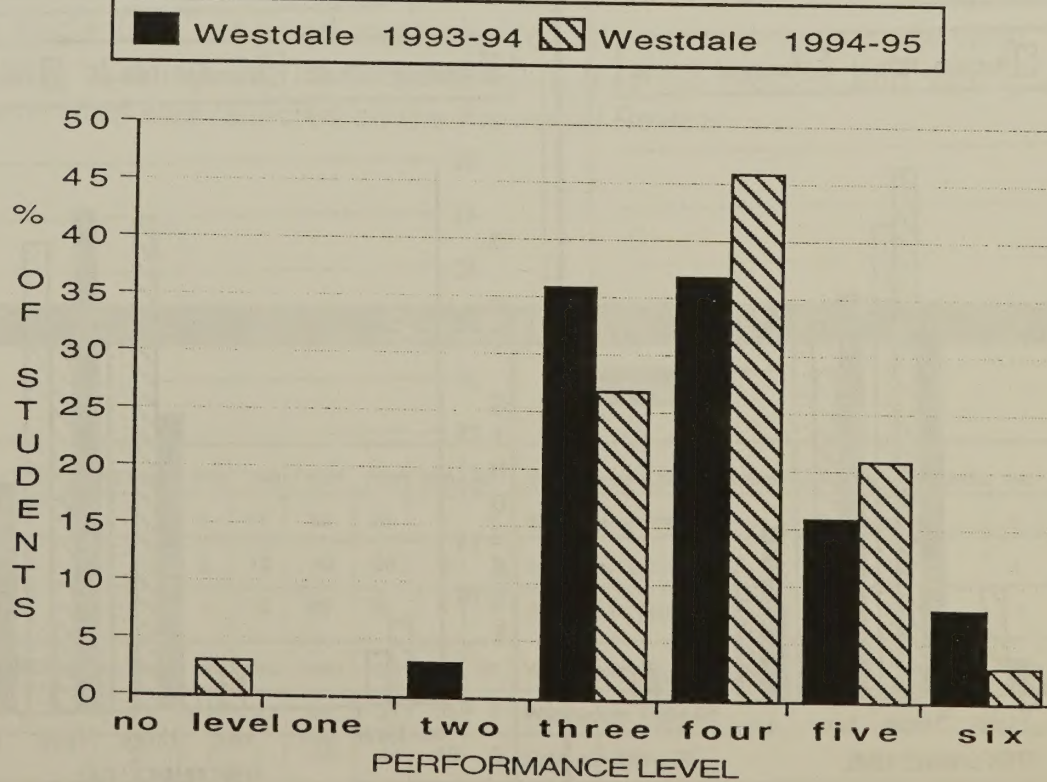
The results will be shared with the Westdale School Council and Home and School Association in 1996-97.

GRADE 9 RESULTS-WESTDALE SECONDARY SCHOOL

WESTDALE-Gr. 9 READING

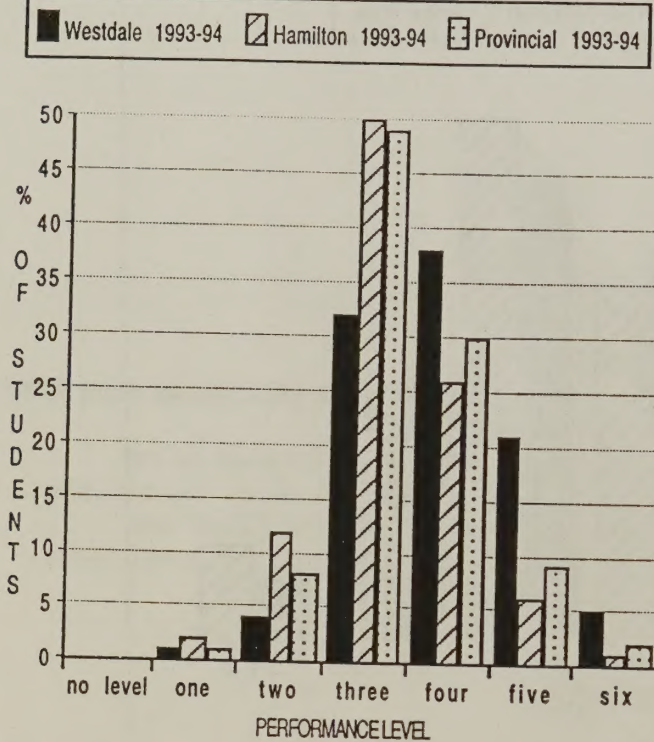


WESTDALE-Gr. 9 WRITING

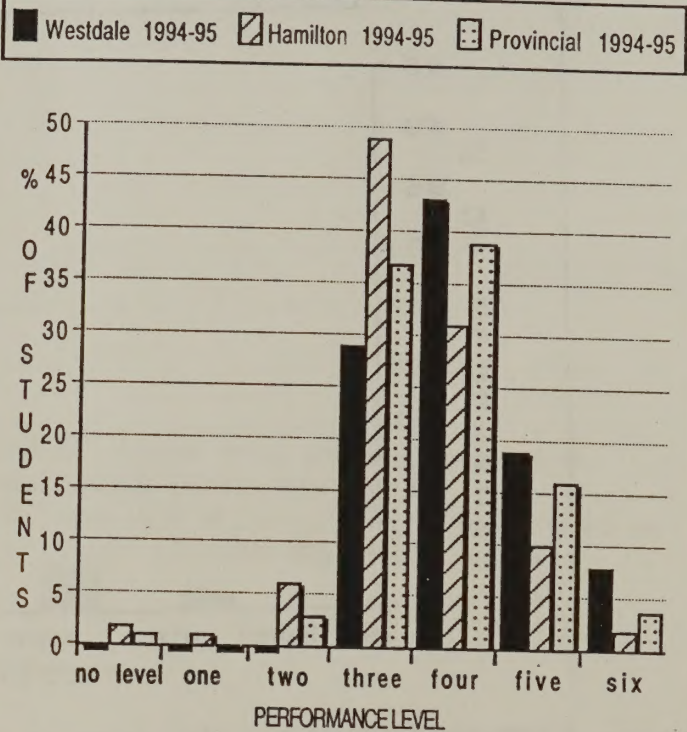


GRADE 9 RESULTS-WESTDALE SECONDARY SCHOOL

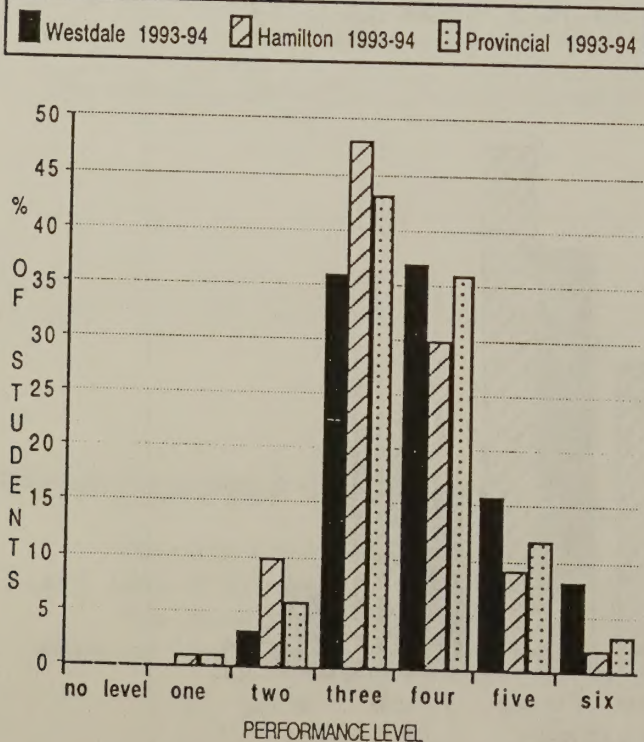
WESTDALE-Gr. 9 READING-1993-94



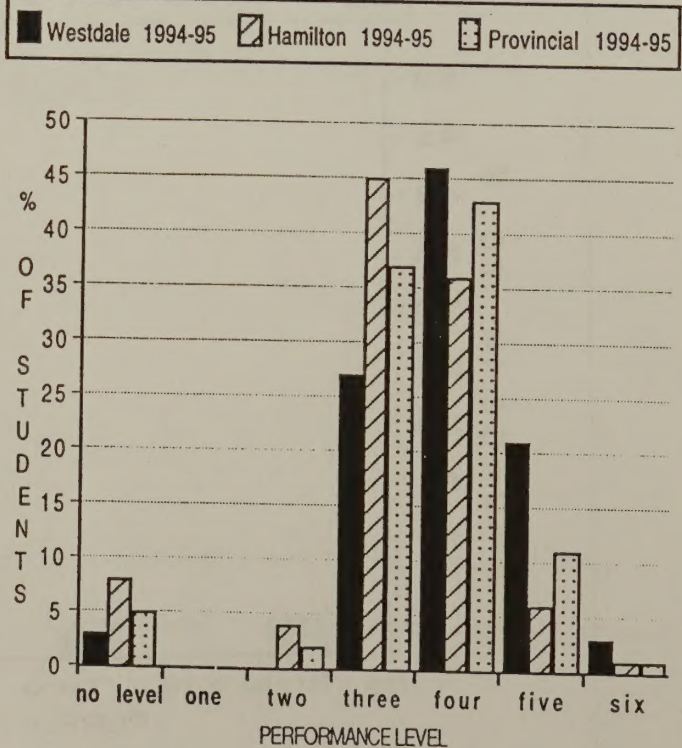
WESTDALE-Gr. 9 READING-1994-95



WESTDALE-Gr. 9 WRITING-1993-94



WESTDALE-Gr. 9 WRITING-1994-95



GRADE 9 PROVINCIAL READING & WRITING TEST 1994-1995
WESTMOUNT SECONDARY SCHOOL

September 94

of Grade 9 students -

Participated in Test 151

Exempted 0

Absent 3

Nature of the School

Westmount is unique in Hamilton because it has a self-paced programme. It is a composite high school populated by students from two-parent middle income families headed by single parents. There is also an increasing number of students for whom English is their second language. Westmount has a large number of able, talented and gifted students. Westmount's students are drawn not only from Westmount's feeder schools but also from the whole city.

School comments about the Testing Process

Because of Westmount's self-paced programme, teachers were able to merge this testing process into the curriculum with less disruption than schools not using the self-paced model; however, the test did take a long time and students did become impatient with yet another day devoted to the test. The large amount of time required to count, collate and ship the papers was an inefficient use of teachers' time.

An additional comment that the English Department had was that the test will not give the students in our gifted class an adequate opportunity to show what they are capable of doing. In their course work they did reading and writing at a higher level than was reflected on the Provincial Review

SCHOOL RESULTS

READING

WESTMOUNT - GR. 9 READING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTMOUNT 1993-94		2	11	49	26	9	1
HAMILTON 1993-94		2	12	50	26	6	1
PROVINCIAL 1993-94		1	8	49	30	9	2
WESTMOUNT -GR. 9 READING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE	SIX
WESTMOUNT 1994-95	1	1	5	46	31	13	3
HAMILTON 1994-95	2	1	6	49	31	10	2
PROVINCIAL 1994-95	1	0	3	37	39	16	4

WRITING

WESTMOUNT -GR. 9 WRITING -1993-94	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
WESTMOUNT 1993-94		1	8	33	40	15
HAMILTON 1993-94		1	10	48	30	9
PROVINCIAL 1993-94		1	6	43	36	12
WESTMOUNT -GR. 9 WRITING -1994-95	NO LEVEL	ONE	TWO	THREE	FOUR	FIVE
WESTMOUNT 1994-95	6	0	3	45	36	8
HAMILTON 1994-95	8	0	4	45	36	6
PROVINCIAL 1994-95	5	0	2	37	43	11

Action to Date/Plans to use the Results

With your elementary feeder schools?

Westmount seemed to fare quite well on the tests. We informed the feeder schools of that when we called to invite them to Westmount on a PA Day to discuss the results. They were unable to attend this meeting because of other professional activities.

With your secondary school?

We reported our results to the rest of the staff.

The English Department

- discussed at length the results, comparing the provincial assessment of our students to its own assessment.
- set up, in conjunction with the Math Department, a transitions class in Grade 9 to help those students most at risk.
- set work in progress to increase the choice of reading material in Grade 9.
- set up, in conjunction with the ESL teachers, a drama course for ESL students to practise spoken English.

With your students?

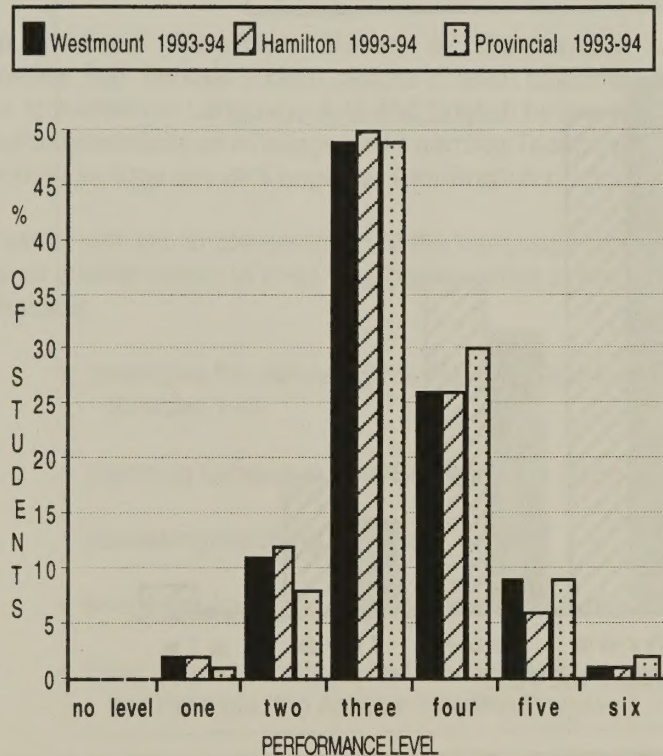
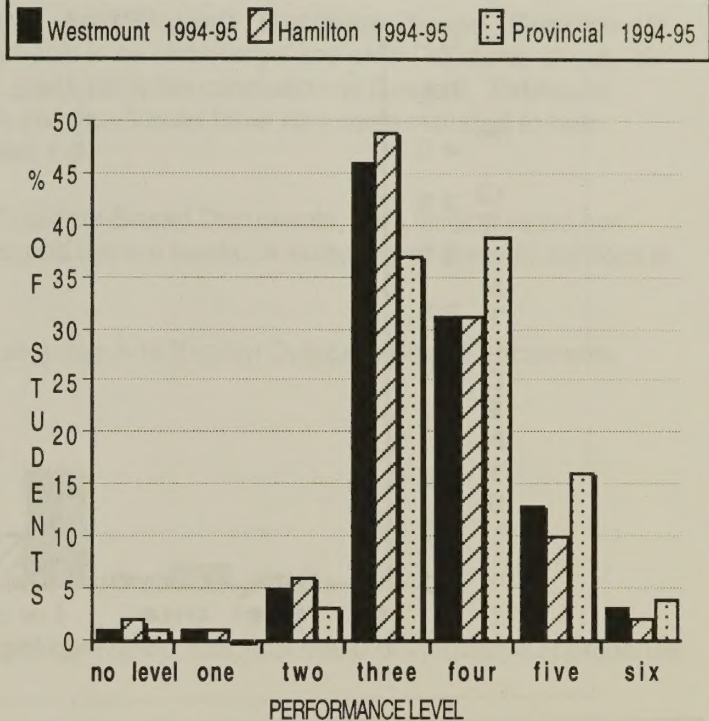
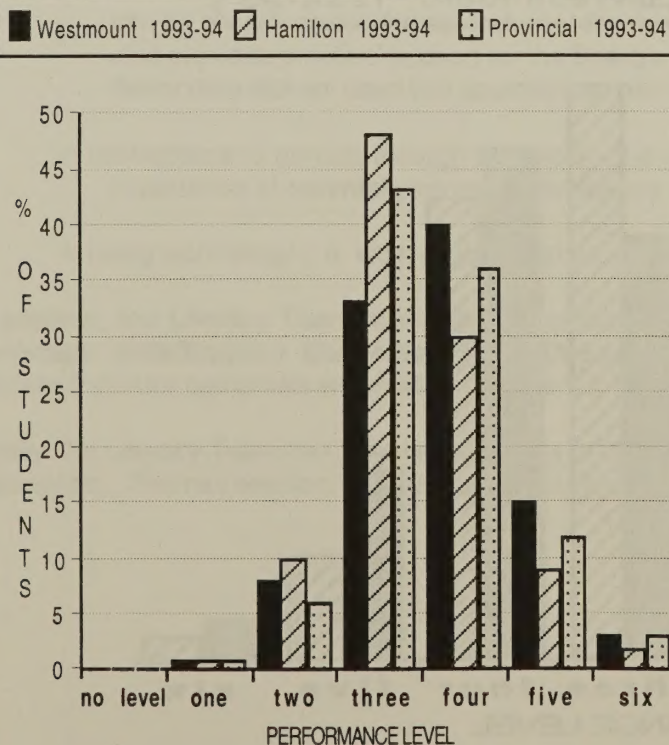
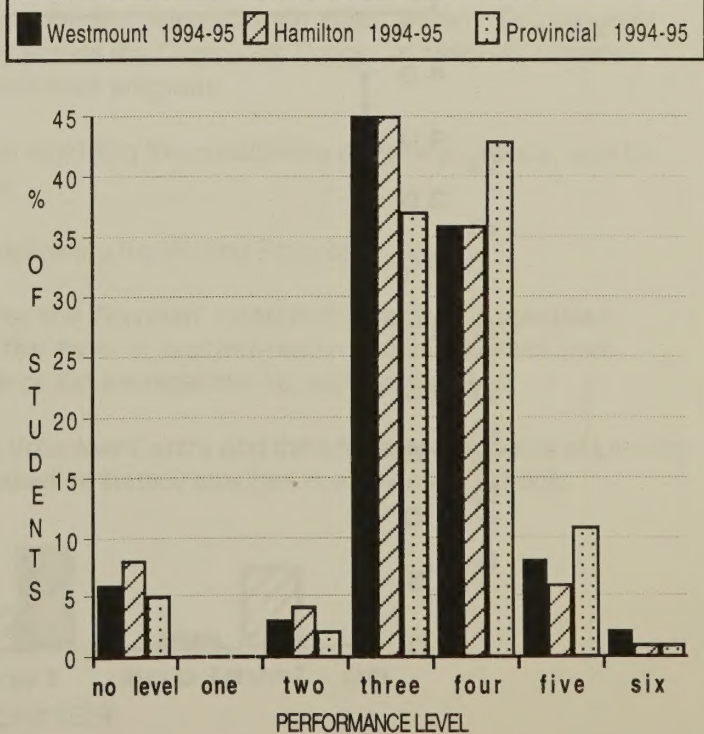
The results were discussed individually with students.

With you parents & community?

The school communicated the results in a newsletter to the parents.

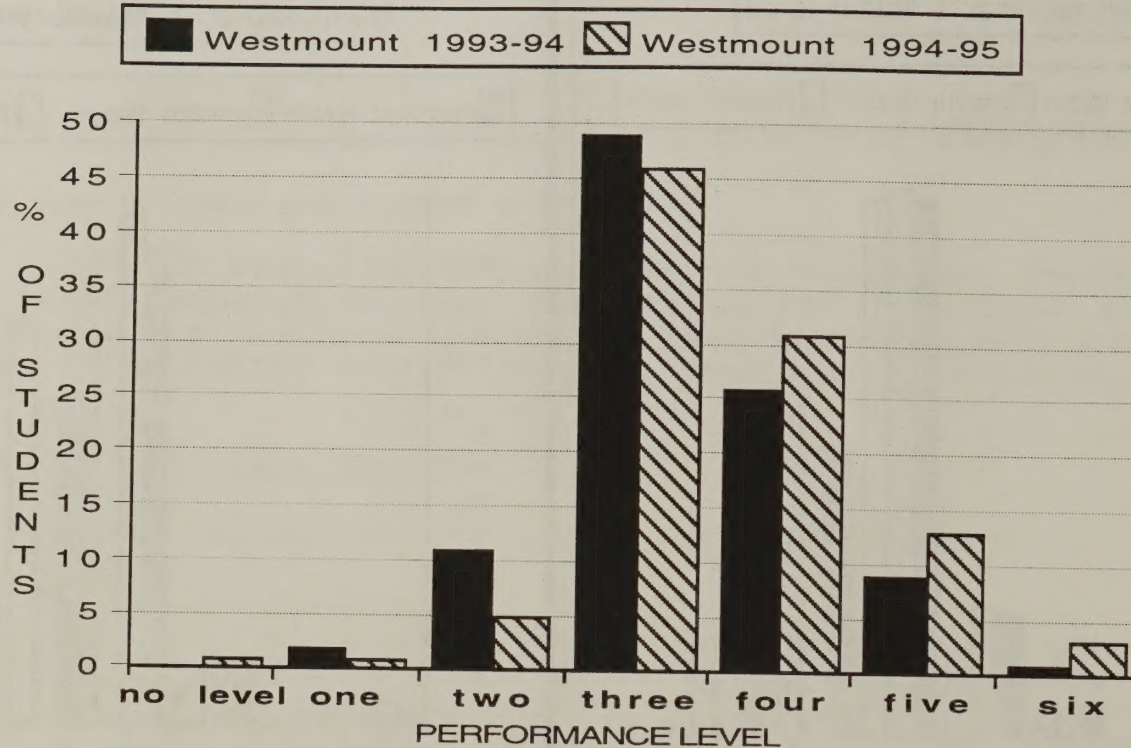
The school communicated the results to the Parents' Council.

GRADE 9 RESULTS-WESTMOUNT SECONDARY SCHOOL

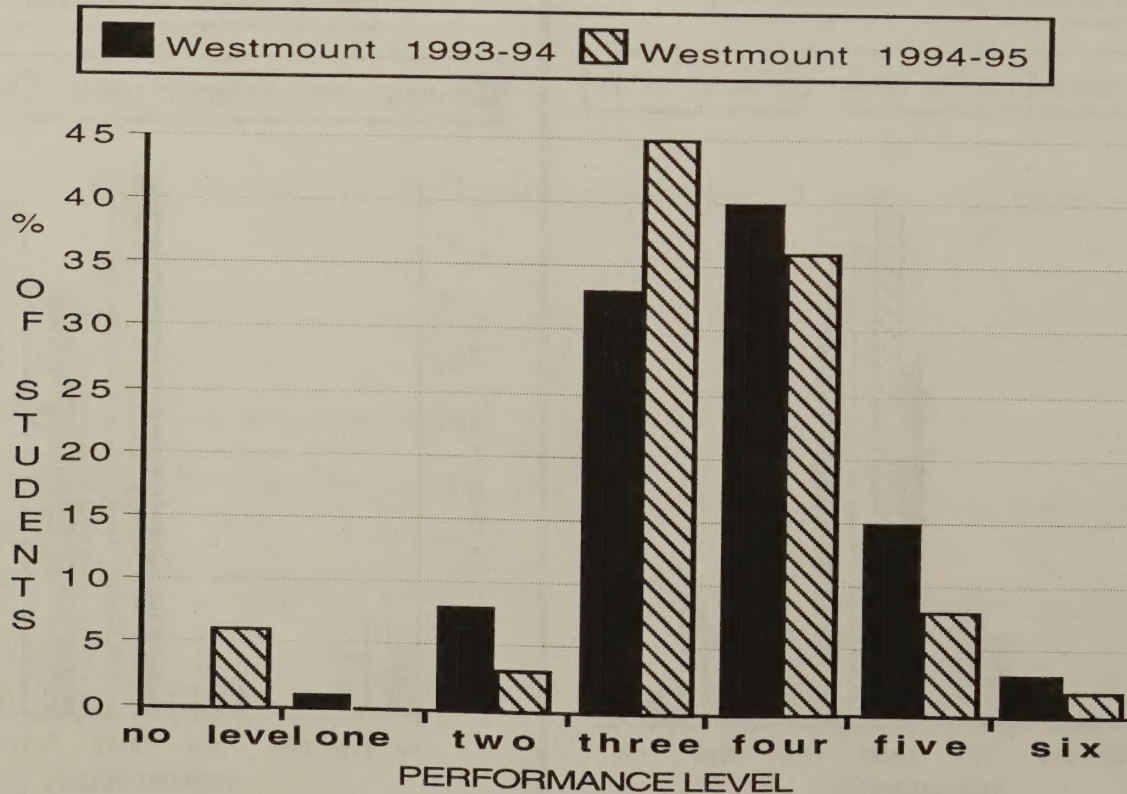
WESTMOUNT-Gr. 9 READING-1993-94

WESTMOUNT-Gr. 9 READING-1994-95

WESTMOUNT-Gr. 9 WRITING-1993-94

WESTMOUNT-Gr. 9 WRITING-1994-95


GRADE 9 RESULTS-WESTMOUNT SECONDARY SCHOOL

WESTMOUNT-Gr. 9 READING



WESTMOUNT-Gr. 9 WRITING



System Action Plan

Appendix H

The Literacy Team's major initiative in the last eighteen months has focused on the field testing, revision and implementation of the ***Revised Hamilton Board of Education Language Arts/English Outcome-Based Documents (Grades 1-9)***. These documents are based on ***The Common Curriculum*** and the ***Ministry Standards in Language Arts/English***. Our documents reflect the increased trend towards accountability, skill-based instruction, and the need for information-age content.

The ***Revised Hamilton Board of Education Language Arts/English Outcome-Based Documents (Grades 1-9)*** contain a clear picture of what outcomes (the emphasis is on knowledge and skills) students should be able to perform in Language Arts and English by the end of each grade up to the conclusion of Grade 9. Extensive, practical descriptions of suggested Learning/Teaching Strategies and Resources have also been included to help teachers as they deliver Language Arts/English programs in Grades 1-9.

To assist with the implementation of the Language Arts/English Outcome-Based Documents, the Literacy Team has offered a wide variety of in-service opportunities at both the school and system levels. A summary of these in-services is as follows:

- strategies for delivering the Revised Hamilton Board Language Arts/English Outcome-Based Documents (Grades 1-9)
- planning Language Arts/English units using outcomes
- assessing/teaching reading
- strategies for supporting at-risk readers/writers at the Junior and Transition years level
- Early Literacy strategies which include the encouragement of a varied, practical menu of innovative approaches (for example, the All-Star Reading Program)
- assessing/evaluating Language Arts/English (for example, sessions focused on writing Language Arts/English report card comments)
- the use of portfolios as an effective means of evaluation/instruction in a balanced literacy program
- the development of Portable Literacy Skills (practical strategies focused on reading/writing for information which can be shared across the curriculum at the Junior, Transition and Specialization Years levels). This program also provides practical support for the Board's Literacy Across the Curriculum Policy. In 1995-96, Glendale Secondary School used this approach as part of its peer-tutor program.
- connections to parents through the raising of awareness regarding the possibilities of Family Literacy, and the importance of parental partnership to student success
- using technology (i.e. work processing) as a means of delivering the Writing Process

In addition, the Literacy Team has created support materials for the ***Revised Hamilton Board of Education Language Arts/English Outcome-Based Documents*** in the form of teacher-ready tracking sheets and outcome/indicator pamphlets which allow teachers to see at a glance the expectations for each grade level.

Finally, the Literacy Team has made connections to the Hamilton Volunteer Centre and the McMaster Students of Literacy Association. This has resulted in a number of volunteers being placed as literacy coaches in elementary schools.

Date: 1996-12-05
To: Chairman and Members of the Program Committee
From: E. G. Bond, Superintendent of Program
Re: Middle School Review 1991-92, 1994-95: System and School Reports
Report: Information

BACKGROUND

The purpose of program review is to provide information which assists in planning, both at the school and system levels. This review assessed classroom implementation of the Transition Years' program in middle schools. Overall results for the system were analysed for strengths (Areas that have improved) and needs (Areas that need improvement). A *System Update* summarizing those findings was presented to trustees in May, 1996. The attached System Summary and School reports (Appendix I, II) provide information about school and system use of the information in planning for program improvement.

School data was reported to schools for comparison to 1991-92 results, and to the ranges of desired practice established by consultants. Each school staff analysed Middle School Review results in the school **Context** to identify **Strengths** and **Needs**, and outline the **Integration of School Results into School Plans**. The *Transition Years' Implementation Guide* (Appendix I) was used to organize school and system results, and continues to provide the framework for school and system plans. Principals, represented by Rick Clark (Glen Brae), Sandy Cole (Cardinal Heights), and Marg Schneider (Hampton Heights), reviewed school reports to identify common strengths, needs and plans. These are presented in the System Report, which provides direction for system support.

ISSUE

To communicate to trustees the *Middle School Review 1991-92, 1994-95: System and School Reports*.

RECOMMENDATION

That the *Middle School Review 1991-92, 1994-95: System and School Reports* be received for information.

RATIONALE

Comparative review data from 1991-92 and 1994-95 have been analysed by middle school staffs in the school context and according to the framework provided by the *Transition Years' Implementation Guide* (Appendix I) and the desired range of practice established by middle school consultants. School contexts, strengths, needs and plans are reported (Appendix II) and are summarized in the System Report (Appendix I).

1971-1972	1971-1972
1971-1972	1971-1972
1971-1972	1971-1972
1971-1972	1971-1972
1971-1972	1971-1972
1971-1972	1971-1972

1971-1972

The first of the two main sections of the report is a description of the work done during the year. This section is divided into two parts, one for each of the two main areas of work. The second part of the report is a summary of the work done during the year, and a list of the names of the people who have been involved in the work.

The first of the two main sections of the report is a description of the work done during the year. This section is divided into two parts, one for each of the two main areas of work. The second part of the report is a summary of the work done during the year, and a list of the names of the people who have been involved in the work.

1971-1972

The first of the two main sections of the report is a description of the work done during the year. This section is divided into two parts, one for each of the two main areas of work. The second part of the report is a summary of the work done during the year, and a list of the names of the people who have been involved in the work.

1971-1972

The first of the two main sections of the report is a description of the work done during the year. This section is divided into two parts, one for each of the two main areas of work. The second part of the report is a summary of the work done during the year, and a list of the names of the people who have been involved in the work.

1971-1972

The first of the two main sections of the report is a description of the work done during the year. This section is divided into two parts, one for each of the two main areas of work. The second part of the report is a summary of the work done during the year, and a list of the names of the people who have been involved in the work.

A System Summary of Middle School Review, 1991-92 and 1994-95

System Context

- 1990 - Hamilton Board of Education's *Middle School Action Plan*
- 1991-92 - Phase I: Review of implementation of middle school programs
- 1992 - Ministry of Education and Training's *Transition Years' Policy and Program Requirements*
- 1994-95 - Phase II: Review of implementation of middle school programs
- 1996-97 - Budget, staffing reductions; return of special class students; implementation of *Common Curriculum* policy and reporting

Middle School enrolment has increased by over 5% this year (382 students). Teaching staff decreased by 69.4 positions. Many teaching assignments have changed, class sizes have increased, and less administrative support is available. Team planning time required for implementing curriculum, planning student program and maintaining present programs is strongly affected.

Strengths

- Teachers across the system use a wide variety of **teaching strategies** to address the developmental needs, interests, learning styles and abilities of young adolescents.
- Improvements are apparent in **communication** between schools and students and parents, particularly in communicating criteria and results of **student evaluation**.
- In most schools, implementation of **advisor programs** is consistent with exemplary practice, though the size of advisor groups is above the level set out in the Middle School Action Plan.

Needs

- Individualized programming to meet diverse student needs.
- Assessing, evaluating and reporting in relation to learning outcomes.
- Some schools have identified a need to improve advisor programs; most are concerned about maintaining effective programs with increasing group size and decreased planning time.
- Time to facilitate team planning.

Integration of Middle School Review Results Into School Plan

Needs are addressed through the System Initiatives: implementation of the *Common Curriculum*, Safe Schools, School Councils, and Learning Centres. Schools are focussing on implementing differentiated programming and outcome-based assessment, evaluation and reporting of student progress. School organization to facilitate team planning is also being addressed via Common Curriculum implementation, as well as attempts to maintain effective advisor programs.

1. General Information of the Project

Project Name: [Blank]

Project Number: [Blank]

Project Manager: [Blank]

Project Sponsor: [Blank]

Project Start Date: [Blank]

Project End Date: [Blank]

Project Status: [Blank]

Project Description: [Blank]

Project Objectives	Project Deliverables
[Blank]	[Blank]
[Blank]	[Blank]
[Blank]	[Blank]

Project Summary: [Blank]

Transition Years Implementation Guide

Equity

Excellence

Partnerships

Accountability

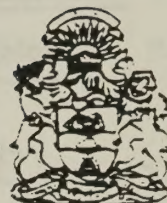
Hamilton Transition Years' program is based on research into the learning needs of early adolescents, reinforced by *The Transition Years, Grades 7, 8 and 9, Policies and Program Requirements* (Ministry of Education and Training, 1992), *The Common Curriculum, Grades 1 to 9* (Ministry of Education and Training, 1993), and the work of the Hamilton Middle School and Transition Years Development Committees.

The Transition Years program in Hamilton is based on the following:

PROGRAM:	The program addresses intellectual, social, emotional, spiritual and physical needs of young adolescents.
COMMITMENT:	Hamilton educators are committed to the belief that all students can achieve their 'personal best' through expanded opportunities.
PARTNERSHIPS:	Partnerships are in place with colleagues, parents, and the community.
CONTINUITY:	Planning and implementation occur across schools from grades 7 to 9.
COMMUNITY:	Parents and the community are knowledgeable about and involved in improvement of school programs and student learning.

Component	Pre-Implementation	Beginning	Developing	Refining
PROGRAM				
• <i>Common Curriculum Grades 1 to 9</i>	- Programs and courses of study are based on OSIS requirements. - Program in Grades 7 to 9 reflects little continuity.	- Current curriculum is analysed to see if it meets student learning outcomes. - Program in Grades 7 to 9 begins to reflect developmentally appropriate curriculum and strategies.	- Curriculum and reporting procedures are aligned with student learning outcomes from grades 7 to 9. - Program in Grades 7 to 9 is continuous and developmentally appropriate.	- Planning, instruction, evaluation and reporting are based on Hamilton learning outcomes according to <i>The Common Curriculum, Grades 1 to 9</i>. - The program in Grades 7 to 9 is comprehensive, developmentally appropriate, and continuous.
• Integration	Instruction is subject discrete.	Instruction is primarily subject discrete, and some cross-disciplinary units are planned and implemented.	Development and implementation of integrated curriculum are based on learning outcomes.	Appropriate connections among program areas are obvious to students, teachers and the community.
• Differentiation	Teachers provide one program for all students.	Teachers modify programs for exceptional students.	Teachers begin to differentiate content, process, product and evaluation for exceptional and non-exceptional students.	Teachers implement a differentiated program (content, process, product, evaluation) to meet the diverse needs, interests, abilities and aspirations of all students in the classroom.
• Advisory Programs	The school has no advisory program (e.g., advisor/advisee, mentoring, etc.)	Some components of an advisory program are implemented. QB Some students have access to a staff advisor.	Every student has access to a staff advisor in the school.	Staff - student advisory relationships provide the foundation for student support in grades 7 to 9.
• Teaching Strategies	One or two predominant strategies are used.	One or two predominant strategies are used within a variety of groupings (i.e. individual, small group and whole class).	A variety of strategies along the continuum from teacher directed to student directed activities is used.	A wide variety of strategies is used to address the learning styles, needs, interests and abilities of the students in whole class and flexible groupings.
ASSESSMENT AND EVALUATION (Assessment: the collection of data about student performance. Evaluation: the judgement made about student performance based on assessment).	- Evaluation is carried out primarily to make judgements about students' achievement after the task (summative). - Teachers primarily evaluate students' final products. - Evaluation is done by the teacher.	- Teachers use some diagnostic (before the task) and formative (during the task) as well as summative evaluation to track student progress toward learning outcomes. - Assessment strategies include a variety of student products and learning processes. - Teachers occasionally involve students in self and peer evaluation.	- Teachers routinely use diagnostic, formative and summative evaluation to track students' progress towards attainment of Hamilton's learning outcomes. - Assessment strategies result in a variety of teacher records (e.g., marks, conference notes, checklists). - Self and peer evaluation by students, based on Hamilton's learning outcomes is an integral part of the program.	- Evaluation is carried out to track student demonstrations of learning outcomes and to revise programs. - Assessment of student progress and teachers' records are based on learning outcomes and indicators of successful student performance. - Teachers, students and parents collaborate in evaluating students' achievement.
REPORTING	Reporting consists of a mark/grade plus anecdotal comments in subject areas.	Reporting includes more information, e.g. responsibility, work habits, peer interaction.	Reporting is based on learning outcomes where developed.	Reporting is based on student learning outcomes, indicators and standards where developed.
SCHOOL ORGANIZATION	- The timetable is subject discrete with specified instructional time periods. - Advisory activities for students occur on an individual, unplanned, informal basis. - The timetable schedules teachers into their own individual planning time. - Students are scheduled into specific classes.	- Two teachers of the same subject work together with their classes during the class period. - Time is allotted for a small specific group of students to take part in an advisory program on an occasional basis. - The timetable allows for teachers in the same subject to plan together. - Some flexibility exists for teachers to share classes or provide flexible groups of students among classes in the same subject.	- Teachers of 2 or more different subjects work together with their classes during the class period. - Time is allotted for all students to participate in an advisory program on a regular basis. - The timetable allows for common planning time for teachers of 2 or more subjects. - Some flexibility exists for teachers to share classes or provide flexible groupings of students among subject areas.	- Timetabling allows for flexible arrangements to provide a balance between subject discrete and integrated curriculum. Program needs determine school organization. - Daily time is provided for advisory programs for all students. - Timetabling allows for teachers within and across schools to plan together in teams. - Timetabling allows for flexible groupings of students within and among schools.
CROSS-SCHOOL LIAISON	- Teachers and administrators from feeder / receiver schools work in isolation from one another. - Staff and students from feeder / receiver schools work in isolation from one another.	- Teachers and administrators collect information from feeder / receiver schools about staff development, program implementation and student evaluation. - Staff and students visit each other's schools for special events.	- Teachers and administrators understand and appreciate the teaching / learning contexts of their feeder or receiver schools (school cultures). - Staff and students from 2 or more schools plan and implement programs together.	- Staff development, program development and implementation, and procedures for student evaluation are undertaken collaboratively as one staff from grades 7 to 9. - Teachers and students have access to programs and resources in both panels.

ADELAIDE HOODLESS PUBLIC SCHOOL



71 MAPLEWOOD AVENUE
HAMILTON, ONTARIO
L8M 1W7
TELEPHONE: (416) 549-1339

Report of Middle School Review, 1994-95

School Context

Our school is situated in a predominantly working class area with a small section of well established middle class homes. A large percentage of homes are duplexed. Most are rented homes. Students come from many ethnic backgrounds.

In general the neighbourhood undergoes a great deal of change every year. Two new large subsidized apartment buildings have recently been built in the area. Many of our pupils have had several changes of school, some as frequent as 10 or more.

Strengths

- use of a variety of teaching strategies to support the affective development of individual students

- assessment and evaluation through the use of observation techniques

- use of Ministry, board documents, teachers' manuals, and student records to identify the levels at which students are functioning in relation to learning outcomes

- evaluation criteria and keys to success made clear to the students

- Variety of evaluation strategies used to reflect teaching strategies

Needs

1. Program integration: re-planning with other teachers to develop program links

2. Program differentiation: re-implementing a differentiated program to meet diverse needs of students

3. Advisor program structure/ set-up

4. Advisor program: re-addressing physical, social, intellectual needs of students

5. Teaching strategies: providing opportunities for students to learn and practise data collection

6. Identification of levels at which students are functioning, ^{considering} developmental areas. (cognitive, skill, soc/emotional, physical)

1. Program Integration: opportunities will be provided for cross-graded themes. Already this year a career theme was developed and implemented with good success. A new theme will be developed and incorporated into our advisor program during second semester.
2. Program Differentiation: Familiarize teachers with the learning style inventory so that awareness can be heightened to assist staff in programming for visual, oral and kinesthetic learners.
3. The 1994 survey was taken when Adelaide did not have cross-graded advisor groups. We are now cross-graded and feel that this need has been met.
4. Advisor program: Addressing the physical, social, and intellectual needs of students is even more difficult now because our groups are much larger. We are exploring avenues to maximize pupil /advisor contact.
5. Teaching strategies: Staff will make every attempt to provide opportunities for students to learn and practise data collection, and the analysis of same. Mathematics and science will be the focal points of this activity.
6. Assessment & Evaluation: Identification: This identified need was shared and discussed with staff and it was requested that this area should be considered as part of their growth plan for this year.

Nov 1/96

Date

K. A. Drake

Principal's Signature



444 HUGHSON ST. NORTH
HAMILTON, ONTARIO
L8L 4N5
TELEPHONE: (905) 526-7666

Report of Middle School Review, 1994-95

School Context

In Sept. '93 Bennetto had 265 students and 25 teaching staff members. We now have 325 students and 20 teaching staff members. In 1993, 25% of our teaching staff were assigned to meet the needs of exceptional students. In 1996, 35% of our staff are assigned to meet the needs of exceptional students. Unemployment, poverty and social problems continue to plague the residents of this community. We have established an ongoing and regular meeting time with parents, neighbours, the local health clinic, churches, the recreation centre and the police. The Children's Aid, Public Health, Probation Services and Chedoke-McMaster Hospital staff are frequent visitors.

Strengths

- student counselling
- extra-curricular activities
- special education resource program
- E.S.L. integration and withdrawal program
- school band, teams
- ongoing and regular communication with parents
- firm, fair student supervision
- joint ownership in student success

Needs

- integration of programs
- program modification
- team planning
- student assessment and evaluation must measure growth, be ongoing and involve various strategies
- active learning

Integration of Middle School Review Results Into School Plan

Curriculum

We shall break down traditional subject barriers and integrate subject content to meet outcomes. We shall involve staff in team planning around advisor outcomes to ensure consistency and continuity across the school. We will staff our computer lab in order to give our students the experience in technology not available in their homes. We will establish and implement an evaluation policy. We will become familiar with the teaching/learning cycle and modify evaluation techniques. We will use an outcome-based planning model.

Special Education

One third of our staff will serve the needs of identified special needs children. Regular classroom teachers will be in-serviced on program modification and evaluation. We will strive to establish a client-centered approach where the needs of the individual student are accommodated.

Advisor

Because we find our students to be very different in needs between grades 6 and 8, we will have straight grade advisor groups. Students will, however, have the same advisor for their three year career at Bennetto.

Safe Schools

Focus: Decision-making and conflict management

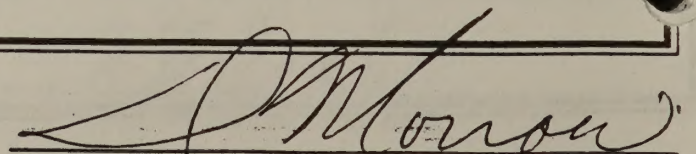
The Second Step Social Skills program is being taught in advisor time. Staff will implement and model the strategies.

Active Learning Program

In order to implement non-compulsory but important programs, we will establish a club/elective program that will allow students to pursue interests in small groups. Teachers' talents, interests and specialized training will be taken into account. We expect this program will help us meet many of the affective needs of our students.

November 4, 1996

Date


Principal's Signature

Report of Middle School Review 1994 -95

School Context

Burkholder Middle School serves two types of communities. The school is situated in an area of established homes 40 to 50 years old. New home development has occurred during the last seven years and students from the South Mountain are bused to Burkholder. Of our student population of 380 students, 10% are ESL and 13% exceptional. Classes are extremely large: 31-35 students in each class.

Burkholder was re-opened in 1988 with 221 students and 16.0 FTE staff. Currently there are 380 students and 19.0 FTE staff. Then as now, the socio-economic background of students varied widely, but is relatively balanced. The pupil teacher ratio in 1988 was 13.8:1 as compared to 20:1 in 1996. It is critical to keep this statistic in mind as you read the results.

The school was originally organized according to the Middle School policy in Hamilton with respect to multi-grade advisors, elective programs, cross-disciplinary units and the needs of the transescent. Recently, increased school numbers and decreased staffing have caused a change in some types of programming. In addition, the Common Curriculum, learning centre, and technology network pilot are important components of the school.

Strengths

- ◆ *Integration of Program:* planning among teachers to develop program links, especially in the development and application of technological skills.
- ◆ *Advisor:* high frequency of advisor/student meetings.
- ◆ *Strategy Variation:* teachers use a wide variety of teaching strategies, especially in technology, to meet children's learning needs. Students use a wide variety of sources, outside experiences, and reflection strategies to learn.
- ◆ *Grade Five Transition:* follows an established process
- ◆ *Team planning:* extensive team planning across grades, subjects, and specialities.
- ⇒ *Areas of growth include:*
 - 1) problem-solving strategies used in classrooms
 - 2) flexible groupings within classrooms
 - 3) teacher involvement in co-curricular activities
 - 4) significant growth in teacher support of affective development
 - 5) variety of evaluation strategies used
 - 6) communication with parents and other staff about evaluation

Needs

- ◆ reexamination of the large numbers of students in advisor groups.
- ◆ more information, in-service, and practice with leading outcomes and evaluation.
- ◆ reexamination of the purpose and methods of evaluation.
- ◆ fine tuning of our teaming process, currently in transition, to make it consistently useful and meaningful for staff and students.

Integration of Middle School Review Results into School Plan

Please see the attached school plan for 1996-97.

- ◆ The Advisor program is included in the Maintenance section under program.
- ◆ Evaluation and Outcomes is under Future Directions.
- ◆ Teaming is also in Maintenance.

Nov 1/96

Date

GC Farbeck
Principal's Signature

Report of the Committee on the State of the Republic

The Committee on the State of the Republic has the honor to report to the Senate and House of Representatives the results of its investigation into the state of the Republic. The Committee has found that the Republic is in a state of general decline, and that the Government is unable to maintain its position. The Committee has therefore recommended that the Government should be reorganized, and that the President should be elected for a single term.

The Committee has also found that the Republic is in a state of general poverty, and that the Government is unable to maintain its position. The Committee has therefore recommended that the Government should be reorganized, and that the President should be elected for a single term.

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CARDINAL HEIGHTS M.S.

Report of Middle School Review, 1994-95

School Context

Cardinal Heights is a Middle School(Grades 6-8) with 490 students. There are 428 Regular students, 55 Exceptional students and 7 Behavioural Exceptional students in a self-contained setting. Geographically, we are housed within two separate campuses. In recent years, we've had a large influx of students (200 bused) with diverse socio-economic backgrounds. Mobile families are increasing also, thus affecting our school community. There are over 1,000 townhouse units and several large apartment buildings in the immediate area. Also, a larger number of single parent families are emerging.

Strengths

- Use a variety of teaching strategies
- Use a variety of assessment and evaluation tools
- Meeting physical, social and intellectual needs of students
- Communication with parents and colleagues regarding individual students

Needs

1. **Structure of Delivery - Advisor Program**
2. **Program Differentiation** - specific to addressing *Learning Styles* to meet student needs
3. **Evaluation and Assessment** - specific to where students are functioning related to *Learning Outcomes*
4. **School Organization** - specific to *Team Planning*
5. **Cross-School Liason**

CARDINAL HEIGHTS M.S.

INTEGRATION OF MIDDLE SCHOOL REVIEW RESULTS INTO SCHOOL PLAN 1996-1997

NEED	School Plan		Integration Into School Plan
	Previous Initiative	New Initiative	
1. Structure of Delivery - <i>Advisor Program</i>		✓	* Develop an Action Plan to revise current practices with 96-97 school year for development and the 97-98 school year for implementation. Action Plan to include on-going review & re-structuring. * Initially, a committee will work on a development plan to be presented to the staff in March '97.
2. Program Differentiation - addressing <i>Learning Styles</i> to meet students' needs		✓	* Is intended to be part of the Advisor Program initiative. * A workshop planned for the November 1, 1996 PD DAY to include re-visiting Middle School student characteristics and understanding different Learning Styles.
3. Evaluation & Assessment - where students are functioning related to <i>Learning Outcomes</i>	✓		* Integrated with the Common Curriculum initiative. * Develop strategies to increase knowledge of Learning Outcomes and provide teachers with a variety of techniques to collect data which relates to the Learning Outcomes.
4. School Organization - specific to <i>Team Planning</i>	✓		* Integrated with the Common Curriculum initiative. * Develop strategies to improve Team Planning (to include a Cross Disciplinary Theme).
5. Cross-School Liaison		✓	* Develop an Action Plan to increase and improve our communication with Feeder (Pr/Jr/MS) & Receiving Schools (MS/SS).

CECIL B. STIRLING PUBLIC SCHOOL



340 QUEEN VICTORIA DR.
HAMILTON, ONTARIO
L8W 1T9
TELEPHONE: (416) 385-5374

Report of Middle School Review, 1994-95

School Context

This JK-8 school benefits from an active, supportive parent community, volunteers and Home and School Council.

The neighbourhood surrounding C.B. Stirling School is composed of 415 single detached homes, 55 semi-detached homes, 700 row houses and 5 apartment detached duplexes.

This well-established middle and working class neighbourhood is composed of a variety of ethnic backgrounds.

A large number of lone-parent families live here, many of whom receive some form of social assistance.

The mobility factor in this community as well as the number of student transfers in and out of our school exceeds the average for Hamilton. This has a significant impact on delivery of programme.

A highly energized staff, student population, and parent community have created a positive environment for acknowledged success in areas such as computer skills, extra curricular activities, and academic performance.

The staff, students, and parents of C.B. Stirling are proud of our image in the Community and the System.

Strengths

Programme:

- staff is maintaining the effective focus of the advisor system delivered in a homeroom setting
- teachers have extensive knowledge of ministry guidelines and establish natural links between curriculum areas
- teachers extend classroom learning through their voluntary involvement in co-curricular activities

Teaching Strategies:

- teachers utilize a variety of instructional methods and strategies to address student needs

Evaluation:

- teachers utilize a wide variety of evaluation techniques regularly especially observation
- teachers communicate evaluation criteria and achievement to parents and students

Needs

Programme:

- problem solving skills must be a focus across the curriculum
- more specific strategies are needed for special needs students

Teaching Strategies:

- teachers need to plan more frequently together
- Community Resources need to be more effectively utilized within the classroom

Evaluation:

- teachers need to improve diagnostic testing to plan for student needs
- summative testing is required on a more frequent basis
- students require daily feedback on their progress

Integration of Middle School Review Results Into School

Programme:

The Self and Society Committee will maintain daily advisor activities, including student organizers and Winit Awards. Math and enrichment inservices continue to improve our staff's ability to integrate the math/science/technology, arts and language areas of our school plan. Problem solving skills need to be a focus for all programme area committees. Teams will meet regularly to address this need. Programme teams are improving opportunities for enrichment (students in the library, on computers and working with the learning resource teacher).

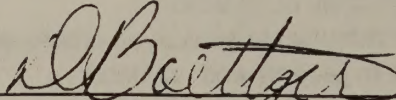
Teaching Strategies:

Staff meets regularly in programme teams to share and reflect on effective teaching strategies and to explore areas which need improvement. Grade teams have been relocated in the school to facilitate team teaching, planning and the sharing of resources. A more consistent effort to utilize community resources is being addressed by the Self and Society Committee (ie. involving police, athletes, Salvation Army, Child Abuse Council, etc.).

Evaluation:

All programme teams address learning outcomes and evaluation techniques. The student organizer is a communicational tool which is monitored weekly by both staff and parents and indicates student progress. There have been information sessions for parents regarding the Common Curriculum, outcomes, standards and evaluation. Despite staff reductions and financial constraints, staff have maintained their high level of involvement in extra curricular activities. The use of student organizers provides daily feedback to the students and parents regarding their progress. As well, staff meets weekly to discuss strategies for dealing with "at-risk" students. A consistent effort is being made to test the level of students initially in September and October to determine strengths, weaknesses and appropriate programming. Programme Area Teams are currently evaluation various tracking devices to assist in summative testing.

Oct 30, 1996
Date


Principal's Signature

MIDDLE SCHOOL REVIEW CHEDOKE MIDDLE SCHOOL RESPONSE

November 5, 1996

SCHOOL CONTEXT

Chedoke Middle School serves a large section of the west mountain. The population which fluctuates around 500 combines the students from five Primary / Junior schools: Buchanan Park, Gordon Price, Holbrook, Mountview and Seneca.

Presently, our organization includes five grade six, five grade seven and six grade eight classes with an average class size of thirty. We also house two special education classes - one of "Specific Learning Disabilities" and one of "Comprehensive" (autistic, intellectually challenged, developmentally challenged and speech and language disabilities).

We serve a community which reflects a broad racial diversity, with several first languages other than English. The predominant language, however, is English.

The socio-economic make-up tends to be a cross-section, with working middle-class being the dominant one.

There is a low incidence of student mobility throughout the school year with the exception of June, when our grade eights move to Secondary and September, when we register our grade sixes from Primary / Junior.

The focus of planning at Chedoke Middle School is based on the needs of our learners.

CHEDOKE MIDDLE SCHOOL PLAN 1996-1997 AN OVERVIEW

CURRICULUM

- ◆ To continue the implementation of a Learning Outcomes based teaching approach.
- ◆ To refine and expand the tracking processes for student learning.
- ◆ To develop a blend of evaluation and assessment instruments and strategies.
- ◆ To become proficient and articulate in the Learning Outcomes based approach to evaluation \ assessment and reporting.
- ◆ To develop the natural links in the curricula in order to make learning a more meaningful experience for students.

SPECIAL NEEDS

- ◆ To refine and implement a Learning Centre team approach to support the learning process for at risk, disabled and bright \ talented learners.
- ◆ To continue the process of program modification and student growth plans through KID TALK, D.A.R.T.'s (Level 1 and Level 2), LEARNING CENTRE AND REPORTING.

COMMUNICATION

- ◆ To develop a school profile which details "school capacity" - roles \ capabilities and team functions.
- ◆ To expand the focus of parent education and training.
- ◆ To implement the Chedoke Middle School Council.
- ◆ To enhance the role of student input through P.A. L.'s (Principal's Advisor rep. Leaders).

IMAGE

- ◆ To continue the implementation of the "Safe Schools Policy" through the development of a School "Race Relations Policy" and Practices.

MIDDLE SCHOOL REVIEW CHEDOKE MIDDLE SCHOOL RESPONSE

November 5, 1996

KEY:

Beginning = Needs Improving (Below or within lower range of the ideal.)

Developing = Improving (Mid range of the ideal.)

Refining = Strength (Higher range of the ideal.)

(Beginning, Developing and Refining as per "Transition Years Implementation Guide".)

PROGRAM INTEGRATION

- BEG. Appropriate connections (differentiation chart)
- Develop program links (natural)
 - Cross-disciplinary units
 - Collaborative planning
 - Long-term planning
 - Daily decisions about student learning

PROGRAM DIFFERENTIATION

- BEG. Program (what):
- content
 - process
 - product
 - evaluation

- Students (why):
- needs
 - interests
 - abilities

Beginning = Needs Improvement
Developing = Improving
Refining = Strength

aspirations

PROGRAM: ADVISOR PROGRAM

REF. Operations:

- ◆ balance of grades
- ◆ buddy system ie. at least two students per advisor
- ◆ 20-30 minutes (Uninterrupted sometimes.)
- ◆ 14-15 students per group **Due to economics.
- ◆ meet daily

PROGRAM FOCUS:

- DEV. ◆ needs of student:
- intellectual
 - social
 - emotional
 - physical

PROGRAM / ROLE:

- BEG. ◆ commitment to role of advocacy and implementation of program

PROGRAM -TEACHING STRATEGIES

Teaching Strategies to complement learning need and styles

- BEG. ◆ provide a balance
- ◆ use variety of sources of information
 - ◆ make real-world connections (authentic learning)
 - ◆ use of reflection as a component of the learning style
 - ◆ student interaction with a)teacher b)peer c)group d)community
 - ◆ use of exploration, manipulation and / or prediction in real or situational problems
 - ◆ access, collect, process and apply information as a part of problem-solving
 - ◆ change the learning environment in response to teaching/learning strategies
- DEV. ◆ individual / group projects are determined by a variety of relevant purposes
- DEV. ◆ teacher participation in co-curricular activities
- BEG. ◆ students are given an opportunity to communicate in a variety of forms which accommodate their learning styles

Beginning = Needs Improvement

Developing = Improving

Refining = Strength

- ♦ teachers support student feeling, beliefs, attitudes, values, needs in the affective domain
 - a) in groups - BEG.
 - b) individuals - REF.

PROGRAM: ASSESSMENT / EVALUATION

PROCESS:

- REF. ♦ Standardized testing has a limited role
- DEV. ♦ interactive assessment (student/teacher)
- BEG. ♦ incorporating diagnostic information (cognitive, skill, social/emotional and physical development) as we develop program to assist students in meeting the expected learning outcomes.
- DEV. ♦ developing a link between Ministry, Board, School, Student information / guidelines to tie planning process
- DEV. ♦ student awareness / understanding of the why (Learning Outcomes), what (activity) and how (evaluation of indicators) of success.
- BEG. ♦ students have input into the criteria for evaluation
- ♦ joint ownership in student success by teacher, parent and administration

STRATEGIES:

- BEG. ♦ use of a variety of evaluation tools which reflect different learning styles
- BEG. ♦ evaluation used as a diagnostic tool
- REF. ♦ evaluation used as a summative or concluding activity
- BEG. ♦ a variety of evaluation strategies reflecting different teaching strategies and student learning styles:
 - oral
 - written
 - media
 - drama
 - testing
 - feedback
- DEV. ♦ tracking sheets, portfolios, profiles, anecdotal comments are incorporated into the assessment process
- BEG. ♦ direct communication to students re: progress / growth plan
- BEG. ♦ sharing/planning for student growth and success
 - by parent, advisor, teacher, administration
- ♦ teachers report performance levels in a variety of ways / formats to the student (daily) and to the parent (as necessary)

Beginning = Needs Improvement

Developing = Improving

Refining = Strength

CROSS-SCHOOL LIAISON

- DEV. ♦ As fragmentation in the system continues an on-going process of communication and linking must occur in order to ease the transition: to middle from junior; and to secondary from middle; and from grade to grade within middle school. This process must include a variety of activities which involve staff, students, parents and community.

SCHOOL ORGANIZATION

PLANNING - Long-range:

- BEG. ♦ Long-range plans need to be "hard copy" - accessible to anyone; actively discussed and shared in order to: co-ordinate resources; programs; and learning outcomes

SUPPORT TEAM:

- DEV. ♦ Teachers need to regularly plan program and instructional / assessment strategies with members of the support team

TEAMS

- BEG. ♦ Teachers plan as teams within: like grades, cross-grades, subject-specific and cross-disciplinary.

BOARD RESOURCES

- REF. ♦ Teachers utilize the available program resources at the Board / System level

FORMATION OF TEAMS

- BEG. ♦ Teams are formed by staff in response to student needs and to reflect program initiatives.

Dalewood Middle School

1150 Main Street W. Hamilton, Ont. L8S 1C2 (905) 528 8631

Report of Middle School Review 1994 - 95

School Context

1994 - 1995

Dalewood is in the Centre of the Westdale community

368 students

24 teachers

Triple Track: Special Education
Regular English Class
French Immersion

Advisor Groupings

16 - 20 students

cross graded

full integration

Programs

Guidance & Resource teachers not timetabled:
available to school at all times

Full time Guidance, Teacher Librarian, D&T, FS

Number of classes: 14

Full Rotary

1996 - 1997

445 students

20 teachers

Special Education (25%)
Regular English Class
French Immersion

24 - 25 students

cross graded

full integration

Guidance no longer exists

Special Ed. 1.5 FTE LRT, 1.0 FTE SLD

No D&T, No FS, 0.1 FTE Teacher-Librarian

Number of classes: 16

Home Room 1/2 day, Rotary 1/2 day

Strengths

Common Curriculum

- variety of teaching strategies
- very good at using variety of ways of assessing students
- good collaboration with others when determining evaluation criteria and strategies
- good communication: home & school, staff and student.

Advisor Program

- excellent vehicle for communication with home and school and staff
- offering a diverse and full range of cocurricular activities.

Needs

Common Curriculum

- improved access for students to a variety of resources learning centre, computer
- increase student reflection of resources
- better teaching of pilot solving strategies
- more diverse methods of communicating learning by students
- need to improve affective development of both groups and individuals
- need to improve how we identify the level of student functioning in relation to expected learning outcome
- more direct communication with students re evaluation
- connect and increase student learning experience and contact with the community and larger world
- teacher directed planning groups responding to student and program needs
- minimum involvement in school liaison
- time for planning

Advisor Program

- size of group
- programme - planning?

Integration of Middle School Review Results into School Plan

The Dalewood Middle School Plan has 2 areas of focus for the 1996 - 97 school year: Common Curriculum and Safe Schools.

Common Curriculum

Dalewood is between the "beginning" and "developing" stages of implementation of the Common Curriculum. Teachers are increasing their awareness of their own teaching strategies in order to become familiar with how their programs are already amenable to the goals of the Common Curriculum. Teachers are also becoming familiar with the specific Common Curriculum outcomes and how these will impact the reporting of student progress. The survey suggested that the Dalewood staff is already using a diverse range of teaching and assessment strategies that can be applied in an outcomes-based programme.

A computer committee has been established to examine the distribution and use of computers as a student resource. Access to computers by students was identified as a weakness in the survey.

The implementation committee is identifying the need for (and planning in-services about) the use of assessment, evaluation, reporting and student tracking strategies with respect to outcomes based learning.

A learning centre has been established to provide support for the needs of individual students within the larger context of the school.

Safe Schools

Our Safe Schools mandate is the implementation of the Discipline Code and the development of a Social Skills focused Advisor Program. The Social Skills programme is being developed by 3 different teams of teachers planning sequential blocks of activities. Topics selected reflect and support themes and ideas upheld by the Discipline Code. This approach addresses the issue of the lack of focus of Advisor time as now the intent is clear and purposeful in the context of the school. It also addresses the issue of planning time as teachers are only responsible for a small block of programming.

Advisor programme continues to provide a vehicle for monitoring of individual student behaviour within the school in order to reinforce positive student outcomes.

Nov 10/96
date

Susan Taylor
Principal's signature

**REPORT OF MIDDLE SCHOOL REVIEW - 1994-95****SCHOOL CONTEXT****Staffing:**

- * same student population but five less staff
- * less staff to support school plan initiatives
- * half of staff teaching new assignments
- * reduction in staffing and release time - precludes team planning. Scheduling team planning time into timetable now impossible.

Development of Red Hill Trail and the location of the Watershed Interpret Centre in Elizabeth Bagshaw School supports environmental connections.

Grade teams established for English, History/Geography, Health, Mathematics and Science.

INTEGRATION OF MIDDLE SCHOOL REVIEW RESULTS INTO SCHOOL PLAN

Common Curriculum Team established as part of the school plan. The Teams role is to develop strategies to improve understanding of reporting statements, outcomes, and standards for all subject areas in planning evaluations.

- * to share assessment (observation, portfolio, etc.) and teaching devices to support outcome - based evaluation
- * to improve regular formative and diagnostic assessment

In fall pre-tests are used to regroup students for re-teaching and program modifications.

English and mathematics teachers using grade equivalent sub-tests to determine students instructional needs.

Before school planning time scheduled for various teams.

An extensive electives program provides more opportunity for real-world connections.

Math Teams have included a regulated problem-solving component to their spiral curriculum. A school-wide research model has been developed, included in the students Binder Reminder and used by all staff.

ELIZABETH BAGSHAW MIDDLE SCHOOL REVIEW

Part A: Teacher Survey

STRENGTHS

Teachers involve themselves in co-curricular activities which support the students

Students are taught to use reflection as a component of the learning process.

Needs of middle school learners are clearly met by the support from caring, nurturing adult role models.

Teachers meet the needs of the affective domain regularly and through a variety of strategies.

There is joint ownership in student successes.

Teachers communicate regularly as needed with parents, administrator and colleagues.

Teachers facilitate entry of students to middle and secondary school using a variety of strategies and timelines.

There is an increase in the frequency and variety of observation techniques used as regular components to assess and evaluate students' progress.

All aspects of the Advisor/Advisor program are areas of strengths and fall well within the desired range of practice.

NEEDS

Provide opportunities for students to use a problem-solving model on a regular basis.

Make learning more meaningful by real-world connections, ie. - global/environmental connections, common curriculum - Essential Outcomes.

Staff still not comfortable with identifying student functioning levels based on expected learning outcomes.

Evaluation needs to be regular and on-going (formative and diagnostic assessment should occur daily not just at the end of a unit).

Teachers plan as teams - growth from rarely to monthly.

G.L.ARMSTRONG SCHOOL

Report of the Middle School Review (1994-1995)

SCHOOL CONTEXT

George L. Armstrong is a large JK-8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (<10% student turnover) community is mainly comprised of families whose first language is English. The school has an equal number of students in the Junior School (JK-5) and Middle School (6-8). Our Learning Centre supports programming for a large number of "at risk", E.S.L. and Exceptional students. The community views itself as a strong supporter of public education and we have established a strong School Council, an active Parents and Educators Together committee (fundraising and parent education) and have forged important links with the Concession Street Business Improvement Association.

Recent reductions in our Middle School staff complement have resulted in Advisor groups which are at or exceed the upper range of desired practice in terms of size. In addition, timetabling constraints limit the opportunity for grade/subject teams to meet and plan on a regular basis.

STRENGTHS

Program - Teaching Strategies

- Teachers use a variety of teaching strategies.
- Teachers integrate a variety of community resources to enhance learning experiences.
- Teachers involve themselves in co-curricular activities which support student learning.
- Students use a variety of learning strategies.

Program - Assessment and Evaluation

- Teachers use a variety of observation techniques to assess and evaluate student progress.
- Teachers share ownership for student success with colleagues, parents/guardians and administrators.

Program - Advisor Program

- Special Education students are fully integrated into all advisor groups.
- All advisors develop and implement a balanced advisor program, act as the communication link between home and school and act as personal advocate for their advisees

NEEDS

Program - Differentiation

Teachers need to

- provide a differentiated program (content, process, product and evaluation) to meet the diverse needs and abilities of all students

Program - Teaching Strategies

Teachers need to

- provide opportunities for students to use a problem-solving model on a regular basis
- provide opportunities for students to use reflection as a component of the learning process
- provide opportunities for students to use a variety of communication forms to accommodate different learning styles
- use a variety of strategies with groups of students to support their affective development

Program - Assessment and Evaluation

Teachers need to

- evaluate on a regular and on-going basis using a variety of evaluation tools
- give feedback directly to students throughout the day

ACTION PLANNER

AREA M. S. REVIEW

What needs to be done? (Area of focus/Outcomes)	How will we do it? (Strategies)	How will we know when we've been successful?	Who	Resources (Human & Material)	Timeline
<u>Program: Differentiation</u> Teachers need to: Provide regularly a differentiated program (content, process, product evaluation) to meet the diverse needs and abilities of all students. <u>Program: Teaching Strategies</u> Teachers need to: Provide opportunities for students to use a problem solving model on a regular basis Provide opportunities for students to use reflection as a component of the learning process. Provide opportunities for students to use a variety of communication forms to accommodate different learning styles. Use a variety of strategies with groups of students to support their affective development.	Attend in-services Participate in team planning Sessions Develop & implement Program Planners indicating a variety of assessment & evaluation strategies Design and implement <i>Growth Plans</i> Discuss informally with Principal/Vice-Principal Principal/Vice-Principal observe Principal/Vice-Principal review report cards	Oral & written instructions are clear for all students Students respond in a variety of ways (essay, chart, illustration, graph) Teachers use a variety of instructional strategies (hands-on listening, viewing, research) Teachers use a variety of assessment/evaluation strategies (pencil/paper, observation, oral, conferencing, demonstrations, self-assessment) Principal/ Vice-Principal discuss informally with staff, students, parents. Teachers change the equipment, Change the level of difficulty, use use technology. Students solve problems (social & academic) throughout the day Teachers model problem solving process. Students reflect on their learning using journals, learning logs, self-evaluation reflection sheets, conferences	Staff Numeracy Literacy Team R. Chap-man Special Education Team	Staff Ministry/Board & School Transition Years Resources P. A. S. Binder including <i>Growth Plans</i> Transition Years Implementation Guide Differentiation Planner	Sept. - May
<u>Program: Assessment & Evaluation</u> Teachers need to: Assess & evaluate on a regular basis using a variety of evaluation tools. Give feedback to students throughout the day.					

ACTION PLANNERAREA M. S. REVIEW

What needs to be done? (Area of focus/Outcomes)	How will we do it? (Strategies)	How will we know when we've been successful?	Who	Resources (Human & Material)	Timeline
<u>Program: Teaching Strategies</u> Teachers need to: Use a variety of strategies with groups of students to support their affective development	Mentor in advisor program Participate in teacher/ student co-curricular activities Conference Model	Students are productive, happy, confident Students communicate with teachers/peers in positive way Students value feelings, beliefs of others by listening to others, appreciating differences in other students	Staff Students Parents	Community Resources	Sept. - June

Glen Brae Middle School

50 Secord Dr. Hamilton, Ont. L8K 3W7 (905) 560 6732

Report of Middle School Review 1994 - 95

School Context

Glen Brae Middle School is situated in a predominantly middle class, highly ethnic, area of the city. The school area includes several Hamilton Housing complexes. In addition to students from the local area Glen Brae also serves all French Immersion middle school students living east of James Street in the lower city. Due to a large influx of students from the area of the former Yugoslavia to the established Serbian community in the area and to a smaller group of students who have immigrated from Asia, about a third of the students speak languages other than English at home while, due to the French Immersion students, about a third of the school's students speak French at school.

Although the population of the school has remained relatively static the number of staff assigned to the school has decreased dramatically, especially since the last review was done.

Strengths

1. Advisor Program. This is now a mature program which meets all requirements of the Middle School Policy. Both qualitative and quantitative results from the Review demonstrate that this program reached the ideal in all areas. Both organization and program were exemplary.

2. Teaching Strategies. in 11 of the 12 categories the results indicated that practice at Glen Brae was well within the appropriate range and that practices had improved between the two reviews. Data collection was the sole area of weakness.

3. Assessment & Evaluation. In 13 of the 15 categories the results of the 1994-95 review indicated that practices at Glen Brae were well within the appropriate range. Again, most practices showed improvement since the earlier review.

4. School Organization (Planning).

Needs

1. Teaming. Although the review demonstrated that teachers at Glen Brae do plan together with teams formed by and for a variety of needs (as is appropriate), interdisciplinary teaming and teaching was an area of relative weakness.

2. Program Differentiation. This area (IN69, IN70, IN71) slipped very badly between the two reviews and was well out of the acceptable range of practice in the 1994-95 review.

Integration of Middle School Review Results into School Plan

Using Senior Management's priorities as outlined in the *System Initiatives Planning Calendar/Organizer (School Edition) 1996/97* Glen Brae has identified the following as the major areas of the School Plan:

- 1) Common Curriculum Implementation
- 2) Safe Schools Policy compliance
- 3) Learning Centre implementation and
- 4) Implementation of *Parents and Community as Effective Partners*.

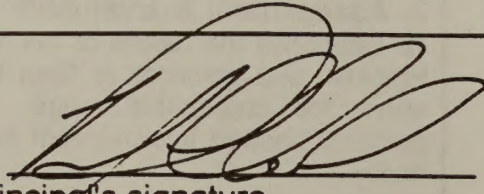
On the whole, Glen Brae is functioning on the desired range of most practices measured by the Middle School Review and the indicators show steady growth within those practices. The "Middle School" aspect of the school is therefore mostly in maintenance, although major cuts in staffing have made it difficult to continue with a high level of service, and are endangering the effectiveness of many Middle School practices, such as the Advisor program, in which the increased size of the advisor group is diluting delivery. The emphasis is now on how to maintain service rather than how to enhance it.

The following areas are being addressed through the emerging School Plan:

1. **Assessment, Evaluation and Reporting**, which is being dealt with as a major component of the school's Common Curriculum initiatives, preparing for full implementation in September 1997.
2. **School Organization (Planning)** has been dealt a severe blow with the removal of the Teacher-Librarian and a decrease in preparation time caused by staff cuts. Under the Common Curriculum initiatives staff will be searching for efficient means of reaching student outcomes. Organization and planning will be addressed under these initiatives.
3. **Teaming**. See above.
4. **Program Differentiation** will be addressed through working backwards from Assessment in the Common Curriculum initiatives and through the Learning Centre initiatives.

Nov. 4 '96

date


Principal's signature



HAMPTON HEIGHTS MIDDLE SCHOOL

771 Tenth Avenue, Hamilton, Ontario L8T 2G4

Telephone: (905) 387-0411

Report of Middle School Review, 1994-95

School Context

The community surrounding Hampton Heights Middle School is a relatively stable neighbourhood. Hampton Heights has a student population of 351 students and a teaching staff of 18. One school bus services a small group of students. The gifted program for the east mountain is offered at Hampton Heights and provides a campus setting partnered with Fernwood Park School.

Hampton Heights has been developing its middle school program using the 1991-92 Review results in planning. The school has worked hard to build a positive middle school image, celebrating academic excellence and developing supportive parent and community ties.

Strengths

Advisor Program:

- Integration of special education students.
- Amount and frequency of time the advisor group meets.
- Balanced program.

Program:

- Variety of teaching strategies.
- Individual and small group exploratory projects.
- Variety of communication forms to accommodate learning styles.
- Meeting affective needs regularly and through a variety of strategies.

Assessment and Evaluation:

- Variety of assessment strategies.
- Collaboration with students, parents, administration and colleagues.
- Variety of reporting strategies.

School Organization:

- Planning with System Support Teams to augment school plans.

Needs

Advisor Program:

- Number of students exceeds the desired range.

Program:

- Learning needs to be made more relevant and connected with the larger world.
- Students need to use a problem solving model on a regular basis.
- Use of more concrete, manipulative objects to apply learning.
- Working arrangements/environments need to change offering a variety in response to teaching/learning strategies.

Assessment and Evaluation:

- Use of a variety of evaluation tools.
- Regular and ongoing diagnostic evaluation.
- Teachers more involved with the transition to and from middle school.

School Organization:

- Opportunities for teachers to plan in teams within and across curriculum areas.
- Timetable to allow for flexible grouping of students.
- Teachers develop long range plans with others to coordinate resources, programs and individual experiences.

Integration of Middle School Review Results Into School Plan

Significant changes in education both provincially and locally since the Review was completed present significant challenges for addressing needs identified.

Through the grade team approach to school organization and program delivery, teams of teachers will strive to address the needs.

During the 1996-97 school year, the staff teams at Hampton Heights will review the results. These will be shared with our parents and community through parent/team meetings, team newsletters and School Council. Our strengths will be celebrated. The staff will develop action plans to build on existing strengths and to improve student learning in target areas identified.

Oct 30/96

Date

M. Schmed

Principal's Signature

Highview Middle School

Report of Middle School Review 1994-1995

School Context

Highview is a Middle School, situated on the east mountain, with an emerging and divergent school population. The following factors, it is felt, influenced the Middle School Review results. Highview, as a middle school, is a new site that has shown dramatic growth in student population since its' opening in 1992. Some of this growth has surpassed yearly projections and, therefore, has contributed to some t-table and organizational changes. The core staff, who applied for teaching positions, continue to be contributing members of the Highview community. Yearly fluctuations in population and recent Board initiatives, regarding staff allotment, have created the need for continuous School Plan adjustments. Part of the continuing change process is in response to the school's unique client group of 360 students. This includes many at-risk and exceptional students: Communication - 46, Multiple - 8, Developmental - 7, Autistic - 4. Also unique to the Highview community is the fact that 70% of the student population is bussed, thus contributing to lost lunch hours for staff, reduced student work time, and more importantly, a decreased sense of community with the Highview area.

From Teacher Survey Items:

Strengths

Program Integration: Planning With Staff items 49 - 55
Program Advisor Groups Multi-grade Grouping items 199 A - F, items 203 - 215
Program Teaching Strategies Student Support items 175 - 183
Program Assessment and Evaluation items 1 - 10
Organization Use of Area and System Resources items 40 -41
Evaluation items 141 - 143

Needs

Program Advisor Groups items 201 A- E Size of Advisor groups a result of city-wide reduction in staffing attributing to Advisor groups of 23 students
Program Assessment and Evaluation items 149,150 Use of Diagnostic and formative tests items 158 - 162 Observation and Tracking

Integration of Middle School Review Results Into School Plan

The Middle School Review Results show that in almost each area Highview is at or above the city results. The items listed, on page 1, as Strengths will be celebrated and considered exemplary practices at Highview. The items listed as Needs will become suggestions for the School Plan Team for inclusion in the current school year planning process, 1996 - 1997.

Need	School Plan Initiative 1996 - 1997	Integration Into School Plan
Program Advisor Group		Develop an Action Plan to revise Current Practices to accommodate large group size and advisor / board outcomes
Program Assessment + Evaluation		Include into Direction Team staff in-service towards increased awareness of Outcomes and developing the use of varied techniques for tracking student development

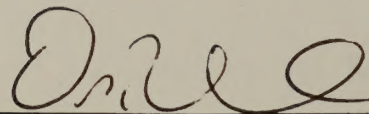
Highview Middle School

Review Results Submitted To: Program Department

*Review Results Submitted By: Middle School Review Team
D. Trimble (Principal)*

1996 10 29

Date



Principal's Signature

LAKE AVENUE PUBLIC SCHOOL

31st, October 1996

Report of Middle School Review, 1994-95

School Context

Lake Avenue Middle School is one of three divisions - JK - 8. The school population is 675 of which 191 are in Grades 6, 7 and 8.

Our school is composed of approximately 65% E.S.L. students ranging in level from intensive to tutorial. The main culture groups are Cambodian, East Indian, Serbo-Croatian along with a mix of other European and South-East Asian students. The Middle School has a half-day core (math, language, French) and a half day large block rotary. All Middle School students have P.E. each day in the trimester organization. The Learning Centre supports both E.S.L. and Special Education/Remedial students based on a balance between withdrawal and in-class support. A full cross-graded Advisor program is provided daily (30 minutes and check-in times). The Middle School Peer Mediation and L.A. Leaders provide excellent leadership and role-modelling opportunities for students. While Computer Technology is taught to all middle school students and is being used across the curriculum, we are unable, at this time, to provide D.T., F.S., and Guidance programming by scheduling.

Strengths

- Advisor is cross-graded, daily, planned by a committee using C.C. outcomes.
- Daily student learning is delivered to meet a wide range of learning styles using large blocks of time.
- Use of manipulatives and computers assist students moving into more abstract problem-solving.
- In-class/withdrawal support is offered to both E.S.L. and special needs students.
- Staff use ongoing communication forms and strategies for affective development and behaviour management.
- Long-range planning and team planning occurs frequently in response to program and student needs.
- Assessment and Evaluation include a wide range of sources to determine outcomes. Diagnostic, formative and summative assessments are used continually.
- Co-curricular activities include sports, Choir, crafts, band, environment, student council, peer mediation.

Needs

- Less time is available in the Resource/Information centre due to cutbacks.
- Due to cutbacks D.T., F.S., and guidance are not offered.
- Enrichment programming is being developed as part of the Learning Centre model.
- Social worker would offer much needed support to students and parents.
- Joint planning time is limited on the timetable with the need to further consider E.S.L. and Sp.Ed support as a timetabling factor.
- Computer use is limited to timetable access due to the Gr. 1 to 8 use.
- Real life out-of-school experiences are restricted due to cost.
- Further development of an elective program is being planned and discussed.

- Integration across subject areas is being planned and implemented e.g. Visual Art/Science, Computers/Math

Integration of Middle School Review Results Into School Plan

- A) Our focus on Common Curriculum has directed the Middle School to:
- * further focus on implementing outcome-based programming, and assessing, evaluating and reporting student progress.
 - * participate in staff development and team planning in order to effectively implement Ministry/Board developed, outcome-based curriculum.
 - * develop elective programming, planned and implemented based on Common Curriculum outcomes.
- B) Our focus on Technology has resulted in:
- * an upgraded lab, with a .7 administrator responsible for the development, functioning and evaluation of computer technology. We are emphasizing cross-curriculum use when possible and this is generated by joint planning. The prescribed skills allow students to use the computer tool to its fullest extent e.g. word-processor, graphics, data management.
- C) Our focus on literacy has a direct link to the high E.S.L. population and the significant need in the area of language acquisition. This is being addressed by means of:
- * revitalization of resources in math and language.
 - * a school-wide emphasis on reading. D.E.A.R. - Drop Everything and Read.
 - * teacher use of a Writing instrument to determine student levels of writing.
 - * provision of a Brock University E.S.L. Course, offered at Lake Avenue during the fall and winter of 1996-97.
 - * staff participation in school/Board offered inservice relating to literacy programming.
- D) Our focus on Safe Schools is directed into Second Step social skills programming. In 1996-97 the implementation of this program will occur in a formal manner through the planned Advisor program and emphasized daily for all students. Our middle school Peer Mediators will be expanded from working with P/J students to mediation in the Middle School.
- E) Our budget focus directs our school resource purchasing to be determined by grade level team planning. The resource allocations will be selected in support of Common Curriculum outcomes.
- F) Our Learning Centre focus provides the framework for team planning and program delivery. Our emphasis is a balance between in-class and withdrawal models for both E.S.L. students and students with Special Education needs. The Learning Centre is evolving and will be expanded to include services for enrichment, peer tutoring, and drop-in services. This will be determined by availability of staff.

Oct 31/96
Date

X Booth
Principal's signature



LAWFIELD MIDDLE SCHOOL

175 Berko Avenue Hamilton, Ontario L8V 2R3

Telephone: (905) 387-0062

Report of Middle School Review, 1996-97

School Context

Lawfield Middle School's enrolment has fluctuated from approximately 425 at the time of the 1991-92 review to approximately 370 students at the time of the 1994-95 Middle School Review to 445 students presently. That increase in enrolment and the staffing associated with it has had an impact on school organization. The number of respondents in 1994-95 was about half the number of respondents to the initial survey. This fact plus the fact that the staff has experienced considerable turn-over since the initial Middle School Review of 1991-92 impacted the results. Since the time of the review, we have refined our school planning process addressing the Transition Years and Common Curriculum implementations within that process.

Strengths

Advisor Program:

- * multi-grade advisor groups with most self-contained special education students integrated
- * advisor assuming a role as an advocate for the student within DART's, with LRT/Guidance Counsellor, acting as a link between parents and the school, communicating with parents
- * collaborative program planning to ensure a consistent and balanced program designed to meet the social, intellectual and physical needs of adolescents

Teaching Strategies:

- * wider variety of learning experiences provided
- * wider variety of strategies used more frequently to meet affective needs of students
- * involvement of all staff members in co-curricular and elective programs

Needs

Team Planning:

- * an organization that facilitates planning opportunities for subject teams and cross-disciplinary teams specifically
- * more opportunity to share plans to coordinate resources, programs, learning experiences within and across subject areas

Assessment and Evaluation:

- * explore the results within the review around assessment and evaluation issues specifically as they relate to learning outcomes and student development
- * explore the results within the review around diagnostic, formative and summative evaluation and the variety of observation, assessment and evaluation strategies employed

Integration of Middle School Review Results Into School Plan

Advisor Program Strengths:

- * to be addressed through the Safe Schools Committee of the School Plan
- * the former Advisor Program Planning Committee has been incorporated in the Safe Schools Committee
- * consistent and balanced program will be enhanced through the implementation of a conflict resolution program with a focus on a specific problem-solving model

Teaching Strategies Strengths:

- * to be addressed through the Transition Years Committee of the School Plan
- * involvement of all staff members in the Elective Program will continue to be the responsibility of this committee
- * continue to refine the Electives Program as "Expand Your Horizons Days"
- * plan Winter, Spring and Year End Horizons
- * involve Student Parliament and the community in planning and implementing Horizons
- * emphasize out-of-school experiences within Horizons

Team Planning Needs:

- * to be addressed through the Common Curriculum Committee of the School Plan
- * develop a reorganization of program delivery around the common curriculum
- * work toward the integration of History, Geography and Family Studies as well as the integration of Math, Science and Design and Technology within the reorganized model

Assessment and Evaluation Needs:

- * to be addressed through the Common Curriculum Committee and Special Needs Committee of the School Plan
- * provide inservice sessions for staff on tracking, assessing and evaluating student progress based on learning outcomes
- * share strategies for assessment and evaluation of exceptional students.

7/1/96
Date

Liane L. Rawsthorpe
Principal's Signature

MEMORIAL PUBLIC SCHOOL



1175 MAIN ST. EAST
HAMILTON, ONTARIO
L8M 1P3
TELEPHONE: (905) 549-3095

Report of Middle School Review, 1994-95

School Context

Memorial School is a Junior Kindergarten to Grade 8 School. We offer a broad-based programme to our 737 students designed to meet their diverse needs.

We are fortunate to have an excellent School Council and Home and School Association as well as many parent volunteers who are committed to working with us to make sure that our students are experiencing and benefitting from the best possible programme. The Memorial School community was invited to provide significant input to our school direction through a community survey conducted in the spring of 1996.

The vast majority of our student population (89.7%) is drawn from an area bounded by Gage Avenue, Kenilworth Avenue, the escarpment and the CN rail line, with 32.1% living south of Main Street and 57.6% north of Main. Approximately 90% of our students will spend an entire year at Memorial.

Strengths

ADVISOR PROGRAM

- group makeup
- length and frequency of meetings
- program
- communication

TEACHING STRATEGIES

- varied teaching strategies
- reflective learning
- interaction as integral to learning
- hands on learning
- exploratory projects
- individual affective support for students

ASSESSMENT AND EVALUATION

- observation techniques
- planning on diagnostic data
- student awareness of evaluation criteria
- joint ownership in student success
- variety of evaluation tools and strategies

Needs

TEACHING STRATEGIES

- program differentiation
- integration
- variety of strategies to support student learning

ASSESSMENT AND EVALUATION

- student input in evaluation
- regular and ongoing evaluation
- daily feedback to students
- variety of reporting strategies

SCHOOL ORGANIZATION

- teacher team planning
- teams developed in response to student needs

Integration of Middle School Review Results Into School Plan

The Middle School Review results are being addressed through the Memorial School Plan.

On the positive side, a number of the areas in "Teaching Strategies" and "Assessment and Evaluation" scored in the mid to high range of Ideal. At the same time, a number of specific needs were identified by the Review. These same needs were identified through the annual process of our School Plan Review. Consequently, as action planners were developed by the school teams at Memorial (Teaching and Learning Strategies; Teaming; School Organization), initiatives identified as needs through the Middle School Review were included.

Using the Transition Years Implementation Guide as a resource, we have identified targets for our Middle School based on the needs from the Review.

On the continuum for INTEGRATION, we are at the beginning stage and working toward the developing stage for September 1997.

DIFFERENTIATION is on a broken front, with some staff at the beginning stage while others are into the developing stage and a few have progressed to refining. We are continuing our broken front approach and have established the developing stage as the minimum expectation for September 1997.

In ASSESSMENT AND EVALUATION, we are between the beginning and developing stages. We are targetting the developing stage by the end of the 1997-98 school year so that we are positioned for a concerted effort toward the refining stage, beginning in September 1998.

SCHOOL ORGANIZATION presents us with our biggest challenge. Except for the Advisor Program, which is at the refining stage, we are between pre-implementation and beginning stages in this area. We are currently working on the development of a flexible organizational structure that will allow us to move solidly into the developing stage by June 1998 and to take full advantage of our JK-8 school environment.

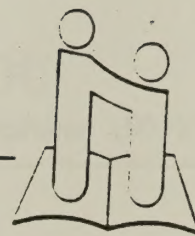
1996 11 04

Date

CW Winterman

Principal's Signature

NORWOOD PARK PUBLIC SCHOOL



165 TERRACE DRIVE
HAMILTON, ONTARIO
L9A 2Z2
TELEPHONE: (416) 575-9808

Report of Middle School Review 1994-1995

School Context

Norwood Park School is a French Immersion K-8 school with 178 students in the Middle School. Students travel from all parts of the Mountain to attend Norwood, and most have attended this school since Senior Kindergarten. There is very little transfer in or out during grades 6,7 and 8. Student achievement, as measured by standardized testing, is consistently high. Reports from Secondary Schools for grade 9 indicate continued success after leaving Norwood.

Student support is a priority at Norwood and will become more challenging this year with increased advisor class size and the elimination of the position of Guidance Counsellor. There have been a significant number of staff reductions and assignment changes between the time of the first Middle School Review and the present. The support available to staff and students has been significantly reduced from that which was available when the first two reviews were completed.

Strengths

- integration of subject areas
- advisor program meets student needs
- good communication with parents, advisors, advisees
- flexible grouping used
- wide variety of teaching strategies used
- problem-solving model used on a regular basis
- students are given evaluation criteria and how to achieve success
- use of observation techniques in assessing progress
- increased joint ownership in student success

Needs

- more use of other means of communication (other than written)
- increased methods of differentiating program for students with needs
- increased use of formative and diagnostic assessment as the emphasis now is on summative assessment
- cross-school liaison with both Secondary Schools

GOAL: Integration of Middle School Review Results Into School Plan

What are the intended outcomes	Indicators of Success	How will it get done? (structures processes)	Who will share responsibility?	Timeline
Use of a wider range of communication (other than writing) to show acquisition of outcomes	Student performances are oral and activity-based as well as written	School plan for implementing new curriculum addresses how outcomes are demonstrated	Principal teachers consultants	Sept. - Jan
Increased methods of differentiating program for students with needs	Planning will reflect opportunities for enrichment and modification	- tracking meeting with principal and LRT - unit planning addressed in school plan for implementing new math, Francais and English curriculum	Principal LRT Teachers	Nov., Mar, May Sept. - June
Improve cross-school liaison with both Secondary Schools	Teachers of grade 7,8 and 9 will meet to discuss program and to plan	- invitation to SS principals and staff - discussion of Gr 9 results with staff	Principals (Norwood, Westdale, Sherwood) Teachers of 3 schools	October November January

Date:

November 4, 1996Principal's
Signature:Carol Scamini



PRINCE OF WALES ELEMENTARY SCHOOL

40 Lottridge Street, Hamilton, Ontario L8L 6T9

Telephone: (905) 544-3379

Report of Middle School Review, 1994-95

School Context

Prince of Wales School recently celebrated 75 years of serving the students and community in our area. The overwhelming response to the reunion emphasized the fine tradition our school has among past graduates and present students and families.

Prince of Wales meets the needs of a varied student population from Junior Kindergarten to grade eight. There are strong family ties within the school and older brothers and sisters are often seen to accept a lot of responsibility for the younger members of their family. A "buddy system" which is incorporated into the school program by matching advisor groups to primary junior classes, further reinforces the family feeling and the need for the older students to help the younger ones. The K-8 population provides a unique learning environment where the interaction benefits all students.

Prince of Wales School falls into the category of a Compensatory School and many of the families' socio economic conditions are below the norm. One of the largest factors affecting students is the transient nature of the population. It is especially difficult for middle school students to have to change schools at a time in their life when their physical and emotional changes are affecting their self esteem and peer relationships are such an integral part of their life. In addition, many students demonstrate attendance problems beyond the norm. The resulting gaps in learning make it difficult to motivate students to attend and put them at risk for academic and social success in their environment.

Contacts with parents are very positive at Prince of Wales. The community is very supportive of the school. With encouragement, parents are attending more functions and seem to appreciate contact with the advisors. The staff feels very positive about the involvement of parents in all aspects of the school.

Strengths

STAFF: There is a high degree of teacher morale at Prince of Wales. The staff is very supportive of one another and new teachers are welcomed and assisted to a very high degree. For the most part, many staff have been there for a good number of years. They like the students and the community and want to work with them. There is excellent cooperation and interaction among the divisions.

ADVISOR PROGRAM: The staff has worked very hard to improve and strengthen the advisor program. The teachers made definite plans 3 years ago to improve the program and the results have been noted in the following: more opportunities to connect learning experiences to the larger community, planned elective programs, improved social interactions, increased use of student interest inventories, improved links and relations within divisions, and a strong sense of advocacy for the students.

CO-CURRICULAR: Prince of Wales has many opportunities for students to excel outside the classroom. Our bands have won awards province wide and sports programs have seen an increase in involvement in all areas. Students proudly represent Prince of Wales in the larger community.

PROGRAMMING: Teachers actively involve themselves in new learning and opportunities for teaming. Advisors track students carefully to identify those at risk. Our Spec. Ed. Team continues to be a strong force and the implementation of the Learning Centre has assisted a large number of students. There is a high degree of trust and interaction among the staff which benefits students directly.

Needs

ASSESSMENT: There is a need of a better variety of assessment and evaluation of students. Special attention is necessary for students who need visual cues and those who are kinetic learners.

FEEDBACK: Students need more frequent and immediate feedback to their learning.

DIFFERENTIATED LEARNING: This needs to be addressed to a greater extent. Collaboration with students for expectations and evaluation would provide opportunities for all students to understand and reach individual potentials.

CROSS SCHOOL LIAISON: This has been a strong focus in the past 2 years. Increased planning and collaboration with the high schools and junior schools in the area has been experienced. eg. sharing of resources with the secondary school, and increased orientation for feeder schools.

Integration of Middle School Review Results Into School Plan

COMMON CURRICULUM

- Assessment - Rubric development inservice for assessment purposes
- Students have input in developing criteria for personal evaluation
- Contracting with students for standards to meet and exceed expectations
- encourage inservice of staff through growth plans
- inservice for new reporting methods
- workshops to help teachers understand needs of 'at risk' and exceptional students in the regular program
- continue to develop and modify format for forms to identify and help students at risk
- develop outcomes for units to report level of achievement indicated
- tracking forms to give more immediate feedback and provide more efficient record keeping for reporting
- tracking forms to help students know where they stand a.s.a.p.
- differentiation of program - address this area through the Learning Centre and delivery of program
- continue to use DART process effectively
- continue to share ideas and inservice staff for methods of visual cueing and ways to meet the needs of kinetic and oral learners

RESOURCE MODEL - LEARNING CENTRE

- LRT continues to be a leader in implementing the Resource Model
- identify 'at risk' students for special programming outside the regular school
- inservice of staff from knowledge and skills gained at meetings and inservice
- team approach to IPP's so all are aware of students' needs
- assist teachers to accept, work with and modify regular program for exceptional students in the regular class
- calendar to coordinate activities and allow for preteaching by spec. ed. team
- encourage ongoing evaluation
- monitoring of 'at risk' students and use of the Learning Centre to help students keep up and complete work
- coordination of home and school efforts through positive communication and involvement of parents in programming and goals
- inservice of teachers and constant updating to enable teachers to have full awareness of special needs students
- Learning Centre functions like centre of wheel with spokes reaching out to all areas to provide assistance for students in need

SCHOOL COUNCIL

- explore idea of middle school students, 1 or 2, sitting on council
- participation by council in staff inservice
- involvement in middle school review - awareness of needs of middle school students

ADVISORY PROGRAM

- continue to have monthly team planners to ensure spirit and cooperation among staff
- explore new ideas for strengthening program
- involve students in planning of electives, special activities, advisory program
- within advisors, develop a method of peer mediation to look at positive ways of solving problems
- mediation plan would provide groups ways of solving problems proactively
- continue to work together as a strong staff to find ways to meet the needs of students and be flexible in their implementation, both academically and socially
- continue liaison with primary/junior staff which provides high morale among teachers and excellent cross division interaction

SAFE SCHOOLS

- whole school initiative, middle school is integral part for modelling, peer mediation and potential for aggression
- involve students in problem solving and revisions for document
- extra curricular - use as an opportunity to enhance positive interactions
- plan activities around safe schools' issues
- document incidents of aggression and reward positive results

Date 1996 11 04

Jane Evans
Principal's Signature



QUEEN MARY ELEMENTARY SCHOOL

1292 Cannon Street East, Hamilton, Ontario L8H 1V6

Telephone: (905) 547-0321

Report of Middle School Review, 1994-95

School Context

Middle School at an off site location while original school building is being demolished and rebuilt.

Advisor groups composed of tri- cross graded units. Programme time frame provides last period in the morning every day for advisor sessions to take place.

E.N.O.C. (comp. ed.) school with four self contained special education classes at the Middle School level.

Advisor groups composed of totally integrated groups of students.

Students completely self contained for the entire day at the out- of -area site.

Strengths

Students in one place.
Time for Homework.
Extra Phys. Ed. time.
A chance to counsel a group of students about various things.
A chance to catch up on remedial work that some needed.
A chance to do non school things with my students.

Needs

More Applicable groups to our situation.
To advise a group of students that I teach.
To have advisor groups that are meaningful to both the parents and the students.
To have advisor time as a more logical and useful part of the time table.
Team planning leadership.
Social growth and interaction time.
To develop an advisor programme that meets the needs of the students at our unique school.
Leadership in planning integrated units.
Leadership in organizing a viable electives programme.

Integration of Middle School Review Results Into School Plan

Given the diverse and unique nature of our particular school community and the demands and needs of the parents clientele, our advisor group makeup, this year was designed to meet several of our needs. Each advisee/ teacher has a group of students all of whom that teacher teaches. This group is composed of one grade with all of our special education students integrated in at age appropriate class units. This placement/ arrangement facilitated increased commitment from staff students and the parents community at large for our advisor programme. Frustration levels have gone down and the students are benefiting a great deal.

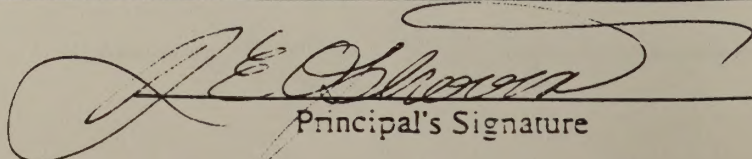
This is in keeping with the Board's operations policy...CU#8....best placement for the benefit of the individual child.

With the needs of the staff (and the value accrued to the student) in mind we programmed time for one of the staff members to facilitate:

- Curriculum coordination and middle school advisor staff resource and planning, integrated units resource planning,
- Advisor programme resource planning,
- Cross-graded experiential participation sessions (ultra advisor group)
- Staff generated leadership in the dissemination of professional development workshops related to the middle school programme.
- The provision of a school break time which facilitates inter-student social relationship generation.
- Staff generated leadership to facilitate a meaningful electives programme for the students in our care.

96/11/13

Date



Principal's Signature



R. A. RIDDELL SCHOOL

200 CRANBROOK DRIVE, HAMILTON, ONTARIO L9C 4S9

TELEPHONE: 387-3350

Report of Middle School Review, 1994-95

School Context

R. A. Riddell is a JK - 8 school with students coming from many different backgrounds. Twenty-nine different languages including English are spoken within the Riddell community. Our Middle School students come from Ryckman's Corners, James MacDonald and R. A. Riddell with a small portion coming from Seneca and Gordon Price. We have three grade six classes, three grade seven classes and three grade eight classes. All students are integrated into the regular class with different degrees of support offered through a Learning Centre Model. At the time of this review we had seventeen Advisor Groups with fifteen to sixteen students each. Our full-time Guidance Counsellor coordinated the advisor program based on a theme approach.

Strengths

Program

- .teachers provide opportunities for students to learn from a variety of perspectives
- .advisor groups are multi grade and meet for thirty minutes
- .staff/student advisory relationship provides the foundation for student support
- .planning with program and support systems

Teaching Strategies

- .variety of learning activities used
- .teachers involved in co-curricular
- .teachers support effective development of individual students

Assessment and Evaluation

- .variety of evaluation strategies and tools
- .ongoing evaluation
- .students aware of evaluation criteria
- .students have input into evaluation criteria
- .parents, teachers, students and administration have joint ownership in student's success
- .student differences acknowledged

Needs

Program

- .more planning with other teachers for integration of program
- .continued focus on differentiation
- .plan with librarian and LRT
- .use teaming in more relevant ways
- .share long range plans with others
- .focus on affective learning in group

Teaching Strategies

- .more use of manipulative and concrete material
- .better use of p.s. model
- .wider variety of resources needed
- .use real world experiences

Assessment and Evaluation

- .less use of commercially prepared materials
- .more use of conferencing with students
- .better use of diagnostic information
- .less paper/pencil testing
- .more student reflection

Integration of Middle School Review Results Into School Plan

R. A. Riddell has three main areas of emphasis in their School Plan.

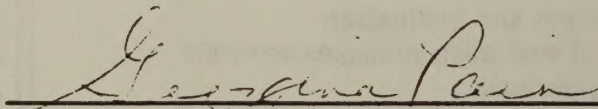
- I **Common Curriculum** with a focus on Literacy and the Language and Math Outcome Based Curriculum as well as the integration of computers as a learning tool.
- II **Safe Schools** with a focus on social skills development and mediation.
- III **Parent/Community Involvement** focussing on enhancing the volunteer program and implementing the School Council.

Planning with the librarian and LRT has become more of a necessity as teachers become familiar with the new outcome-based documents. Cutbacks in these areas hamper the school somewhat but it is a goal for staff to attempt to integrate program and focus on assessment strategies as outlined in the Board's Language and Math Document.

Using Reporting Statements along with Indicators in reporting to parents will be expected. Riddell's Middle School has connected with a school in Mexico as a real-life experience in supporting the Advisor Theme of Empathy for this year. Through our focus on social skill development, emphasized throughout the advisor activities, students will continue to build on mediation skills as well as an understanding of self and others.

Transition Years Resource Books have been reviewed by staff and each advisor has received a personal copy of "Hormones and Reeboks".

Nov 5, 1996
Date


Principal's Signature

RYERSON MIDDLE SCHOOL



222 ROBINSON STREET
HAMILTON, ONTARIO
L8P 1Z9

Report of Middle School Review, 1994-95

TELEPHONE: (905) 528-7975

School Context

Ryerson is a dual-track Middle School (Grades 6-8) with 370 students organized into 15 classes (including 3 Immersion and 2 ESL). There are 330 Regular students and 40 Exceptional students. Geographically, we are located near downtown with boundaries from below the escarpment to north of the CNR tracks. This is reflected in the diversity of our student population which ranges from the very affluent to the very needy. Accommodation varies from single family homes to condominium residences to rental apartments. Mobile families are increasing also, thus affecting our school community.

Strengths

1. Use a variety of teaching strategies.
2. Communication with parents and colleagues regarding individual students.
3. Offer a wide variety of school trips, electives and extra-curricular projects and activities.
4. Meeting physical, social and intellectual needs of students.
5. Cross School liason with feeder and secondary schools.

Needs

1. Structure of Delivery-specific to Advisor Program.
2. School Organization-specific to Team Planning.
3. Evaluation and Assessment-specific to where students are functioning related to Learning Outcomes.
4. Program Differentiation - addressing Learning Styles to meet students' needs.

NEED	SCHOOL PLAN Previous Initiative	SCHOOL PLAN New Initiative	INTEGRATION INTO SCHOOL PLAN
1. Structure of Delivery - specific to Advisor Program	✓		• All staff rotate as members of an Advisor Team which meets to plan and coordinate themes and activities reflecting current school practices.
2. School Organization - specific to Team Planning	✓		• Integrated with the Common Curriculum initiative. • Develop strategies to improve team planning.
3. Evaluation & Assessment - Specific to where students are functioning related to learning Outcomes.		✓	• Integrated with the Common Curriculum initiative. • Develop strategies to increase knowledge of learning outcomes and provide teachers with a variety of techniques to collect data which related to the learning Outcomes.
4. Program Differentiation - Addressing Learning Styles to meet students' needs.		✓	• formation of a Computer Team. • ongoing in-service to familiarize staff with computer technology and programs.

Integration of Middle School Review Results into School Plan

Date

Principal's Signature

(School Letterhead)



Tweedsmuir Middle School

50 Victoria Avenue North
Hamilton, Ontario
L8L 5E4

Telephone: (905) 522-9276

Report of Middle School Review, 1994-95.

School Context

Some of the factors that currently impact on results of the 1994/95 survey are:

- a 60% staff turnover and very high student turnover.
- we are located in a neighbourhood where the balance between pupil safety and the freedoms a middle school pupil should have is precarious.
- the original implementation of M.S. policy reluctant.

Strengths

- areas of growth indicated in most AA responses.
- excellent growth in Teaching Strategies areas
- the ability to design and/or modify pupil programs
- evaluation and assessment has shown considerable improvement.

Needs

- to be able to accommodate the many levels of program differentiation in each class
- consistency in AA planning and delivery --
- some areas in Teaching Strategies
- Pre-planning for Evaluation & Assessment because of the number of exceptional and "at-risk" pupils.

Integration of Middle School Review Results Into School Plan

We will be focusing on these three major areas through school plan this year:

- ① In-service and practical use of Common Curriculum and Learning Outcomes during A.M. meetings and P.A. Days, through each Advisor compiling the necessary I.P.P.'s in conjunction with core teachers and Resource staff.
- ② Advisors groups to become totally cross-graded this year through a "draft" process in which "hard to serve" kids must be selected first. Our social skills focus will continue during advisor time.
- ③ Assessment and evaluation will be a winter/spring focus to be prepared for the new report cards in September of 1997.

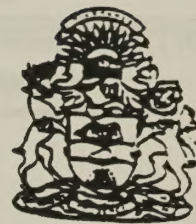
Nov. 4 / 96

Date

A. Male

Principal's Signature

VISCOUNT MONTGOMERY PUBLIC SCHOOL



1525 LUCERNE AVENUE
HAMILTON, ONTARIO
L8K 1R3
TELEPHONE: 544-5670

Report of Middle School Review, 1994-95

School Context

The Viscount Montgomery School community is a mix of single family homes and apartment buildings. While our students usually do not need a stage one ESL program, a language other than English is spoken in a significant number of homes. The community is predominantly "blue-collar", and in the most recent census, have an unemployment rate that is slightly above average. Our middle school boundary goes from the foot of the escarpment at King's Forest Golf Club, to north of Queenston Road.

We currently have 6 Middle School Classes in our JK - 8 configuration. Our Intermediate Developmentally Challenged class and Comprehensive class, are integrated into the Middle School Program.

Strengths

- Appropriate connections among program areas are obvious to students, teachers and community
- Daily advisor program that on a weekly basis deals with physical, social and intellectual needs of students.
- Advisor teacher/parent/student contacts on a regular basis.
- A wide variety of strategies are used to address the learning styles, interests and abilities of the students.
- Student evaluation includes self evaluation, peer evaluation, teacher evaluation and parent input.

Needs

- Significant increase in advisor group size impairs meeting the needs i.e. social, emotional, and intellectual needs. This also negatively impacts on parent-teacher contacts as well.
- As class sizes increase, we will look for ways to continue to address the learning styles, interest and other abilities of the students.
- Grade planning strategies that allow for co-ordination and team planning must be reviewed.

Integration of Middle School Review Results Into School Plan

Three main components of our School Plan for 1996 - 1997 relate to items dealt with in the Middle School Review.

a) SOCIAL SKILLS PROGRAM

- review of Conflict Resolution work from last year
- implement unit on Bullying

This previously was done as part of the formal guidance program. This year, as a result of the loss of a guidance counsellor, the program will be delivered in the advisor program and in the English classes.

b) THE COMMON CURRICULUM

As we implement the learning outcomes as per the Common Curriculum we will be looking for ways to meet the outcomes in possibly non-traditional ways. The absence of common planning times and the loss of the teacher librarian through staffing cuts, makes this more essential but at the same time, most difficult.

c) SCHOOL ORGANIZATION

The staffing changes have highlighted the need for re-organization of our delivery model. Throughout the year we will take steps to ready a model for 1997-98. Staffing decisions made prior to June will better allow us to do this.

Nov. 24/96

Brian Castle

**W. H. BALLARD ELEMENTARY SCHOOL**

801 Dunsmure Road, Hamilton, Ontario L8H 1H9

Telephone: (905) 547-1689

Report of Middle School Review, 1994-95**School Context**

- * 407 students (112 gr. 6; 112 gr. 7; 108 gr. 8)
- * 25 Ex. SC; 64 Ex. Reg. Class
- * 130 at-risk non-identified students receive support through Learning Centre
- * teaching staff 4.5 less than 96 06, direct impact on gr.6-8
- * resource team programs for ESL; SLD; GLD; BE; Gifted; S&L; Able & Talented

Strengths

- * Program Integration
- * Advisor Program
- * Teaching Strategies
- * Cross-School Liaisons

Needs

- * Assessment, Evaluation & Reporting Strategies

Integration of Middle School Review Results Into School Plan
--

- * W. H. Ballard School is currently in year two of a three year school plan
- * School Plan is subdivided into two categories: Safe Schools & Common Curriculum
- * under Common Curriculum, we have an Assessment, Evaluation & Reporting Committee that has developed a two year action plan for staff in-service to cover the following:
 - staff understand MOET & HBE directions for AE&R according to the CC'95
 - define terms: assessment, evaluation, reporting
 - staff understand formative & summative assessment
 - staff understand 3 categories of assessment strategies: pencil & paper; authentic; and personal communication
 - staff understand relationship of: reporting statement; learning outcomes; indicators of successful student performance
 - staff awareness of wide variety of assessment strategies
 - staff commit to implement one new strategy & include this in growth plan
 - staff develop & share tracking tools to support outcomes based learning
 - staff use outcomes language when making anecdotal comments on report cards
 - provide in-service to parents in order to develop their awareness of new reporting system
 - staff develop awareness of impending Provincial Testing & Provincial Reporting
- * staff attend system workshops/in-service on outcomes based reporting
- * resource documents: CC '95; Provincial Standards for Language & Mathematics; HBE Learning Outcomes documents for Language, Mathematics, Core French, Advisor; Transition Years' Implementation Guide; Hormones & Reeboks; Classroom Strategies for At-Risk Students; Transition Years Advisory Program; etc.

1996-11-04

Date

Suzanne Nolan
Principal's Signature



WESTVIEW MIDDLE SCHOOL

60 Rolston Drive, Hamilton, Ontario L9C 3X7

Telephone: (905) 388-1502

Report of Middle School Review, 1994-95

School Context

- * the teacher response rate for this review was 80% (16 out of 20 responses)
- * since the initial Middle School Review there has been an administrative change plus a 77.7% staff turn-over. Since the 94-95 Review, there has been a 50% staff change.
- * the school enrolment has increased 56 students to the current enrolment of 400. This reflects a 15.4% increase in population.
- * the increase in population has seen an increase in the number of E.S.L. students at Westview from 0 to 15 who require intervention.
- * an 0.5 F.T.E. ESL resource teacher has been added to the Westview staff
- * this year an Adult E.S.L. programme, operates within the Westview Campus.
- * the number of staff has decreased from 23.5 F.T.E. to a current allotment of 20.0 F.T.E. This reflects a 15.0% decrease in staff.
- * three programmes have been lost due to staff reductions: D. & T., Family Studies and Guidance.
- * the Library Resource Centre has seen a significant decrease in programming ability.
- * social and emotional needs of students have increased significantly since the 91-92 review particularly in the area of eating disorders and threatened suicide.

Strengths

Relative to the reported Board norms and identified range of desired practice, Westview strengths are:

1. planning with other teachers
2. Advisor group ie. multi-grade and time allotment
3. student support for the affective development of individuals
4. collaboration between colleagues, parents & administration for evaluation strategies and criteria
5. utilization of Ministry Policies & Guidelines, Board curriculum documents, teachers' manuals and student records in identifying student functional levels
6. cross-school liaison to facilitate the transition from Junior to Middle school
7. developing teams in response to reflect various needs ie. student needs, organization/timetable needs and topic and programme needs

Needs

Relative to the reported Board norms and identified range of desired practice, the following needs appear:

1. provision of opportunities for students to learn visually, orally and kinesthetically.
2. advisor programming to address physical, social and intellectual needs
3. team planning
4. teaching strategies, specifically, connection to real life, data collection, organization of data and synthesizing solutions plus working arrangements within the classroom
5. communicating and giving feedback directly to students
6. the size of the advisor group

Integration of Middle School Review Results Into School Plan

Annual review of the school plan by staff identified 6 areas of focus for subsequent years. These areas were also confirmed by the results of the Middle School Review.

The first area identified as a priority for improvement was the Advisor programme. An Advisor Steering committee was formed consisting of four core members whose responsibility was to identify topics to be addressed in the Advisor programme based on student need. These needs were: anger management, conflict resolution, peer mediation, listening skills, goal setting, time management and study skills. Remaining staff members then joined the committee for a term to develop lessons and activities for each topic to be addressed. In addition, timetabling changes were made to the existing timetable (20 minutes each day) in order to establish two - fifty minute periods per six day cycle solely for implementation of advisor programming and activities.

Team planning was the second area to be addressed. Common planning time was timetabled to facilitate subject and team planning time. Weekly grade team meetings were held to discuss programming needs for students.

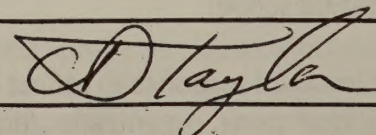
To address improving frequency of formal feedback to students and parents, interim report cards were established to communicate achievement and study habits. The 3 R programme was refined to identify positive traits and actions demonstrated by students. The use of green sheets, an internal communication process, was refined to develop consistency in ongoing reporting to students, parents and advisors. Regular updates were held for more comprehensive communication and information relative to student achievement and progress between core, rotary teachers and advisors.

The number of different teaching strategies used has seen a significant increase as staff participation at related workshops has increased. Utilization of board resource personal has increased. More opportunities for teacher interaction in group situations has been provided. Teachers have also been attending the "Summer Institute" for the past two summers to expand and refine knowledge and skills in the area of assessment and evaluation. Since the 91-92 Review the Board has provided 24 IBM - 486 computers, 3 with CD-ROMs. As a direct result of the school plan, the school has purchased an additional 22 IBM - 486 computers all with CD-ROMs, plus 7 CD-ROMs for the Board machines. Staff training in computer competencies has led to increased usage by staff and students. Computer Technology has been added to the student timetable. Integration of technology with most curriculum has occurred. Teacher growth plans were utilized prior to being made mandatory. This process has seen staff personal development grow significantly.

The Board range of desired advisor size was 14 to 15 students per group. Our advisor groups have risen to 23 students per group. The impact of Budget decisions resulting in staff reductions does not allow any improvement in this area.

1996 11 04

Date



Principal's Signature

Date: 1996 12 05

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Appointment of Members to the Review Committee - Policy and Procedures
for the Selection of learning Resources

Report: Information/Decision

BACKGROUND

The Policy and Procedures for the Selection of Learning Resources, approved by the Board in June 1994 included a statement of policy, general guidelines for the selection of materials and a process for reconsidering learning resources whose appropriateness is challenged. The policy requires the annual appointment of members to a Central Review Committee in December of each year. It is the mandate of this committee to respond to a challenge of appropriateness of a resource that has not been resolved at the school level.

The Central Review Committee shall consist of the following members:

Superintendent of Program
Trustees
Parent/Community Representatives
Representative of Principals' Associations
Federation Representatives

The composition of the 1997 recommended Committee remains the same as that approved by the Board for the 1996 01 01 to 1996 12 31 term with the following changes:

Harry Traini replaces Judith Binns as the	HSSPC Representative
Nancy Adie replaces Beverly Corsini as the	HWTa Representative
To be named	OSSTF Representative
To be named (2)	Trustee Representatives

ISSUE

To determine trustee approval for the appointment of nominees to the Central Review Committee for the term 1996 01 01 to 1996 12 31.

RECOMMENDATION:

That the following nominees be approved for appointment to the Central Review Committee for the term 1997 01 01 to 1997 12 31.

Elizabeth Bond	Superintendent of Program (Chair)
	Trustee Representative
	Trustee Representative
Barbara Ledger	Community Representative
Gilbert Mills	Community Representative
Hussein Kayhan	Community Representative
Margaret Mills	Community Representative
Mary-Lou MacDonald	Community Representative
Paul Charles	Community Representative
	Hamilton Council of Home and Schools Representative
Diane Rawsthorn	H.P.A. Representative
Harry Traini	H.S.S.P.C. Representative
	O.S.S.T.F. Representative
Patrick McKenna	O.P.S.T.F. Representative
Nancy Adie	H.W.T.A. Representative

RATIONALE:

See Policy and Procedures for the Selection of Learning Resources pages 12-13 (Appendix I)

PROCEDURE FOR RECONSIDERATION OF CHALLENGED LEARNING RESOURCES

See Table II

A learning resource may be challenged by a member of the staff or the community. A challenge may be initiated by a group or an individual who feels the resource is objectionable or inappropriate for use with particular individuals or in the system as a whole.

Challenges are to be initiated at the *school* level where the resource is being used. The school level procedure is outlined in Steps 1, 2, and 3 below. Challenges not resolved at the school level and challenges regarding *system-wide* use of a resource will follow the procedure as outlined in Steps 4 through 8.

A challenged resource will remain in use until a decision is made.

At the school level:

- 1) The challenge is directed to the principal of the school where the resource is being used and the principal provides a copy of the **Policy and Procedures for the Selection of Learning Resources** to the challenger.
- 2) The principal holds a meeting with all parties concerned following the format outlined in Appendix I. At this time, the challenger may outline the concerns that initiated the challenge.

The principal provides a copy of the summary of the meeting (Appendix II) to the challenger. A copy is kept on file in the school office and another copy is forwarded to the Superintendent of Program for appropriate action, which may mean referring the item to the Central Review Committee. As well, a copy is forwarded to the Superintendents of Schools for information.

- 3) A decision is made:
 - i) the resource in question is retained for its present use, or
 - ii) alternative resources may be substituted
(e.g. an item is removed as a required text, and retained as an elective resource) or,
 - iii) the resource in question is retained for restricted use (e.g. for particular grade levels) or,
 - iv) the resource is deemed inappropriate and removed from use in the school,
and
 - v) the principal informs the community, as appropriate.
- 3a) If the challenge is resolved to the satisfaction of all parties, no further action is necessary.
- 3b) If no resolution is reached, the challenger may proceed to Step 4.

At the system level:

- 4) The challenger completes the Request for Reconsideration of Learning Resources form (Appendix III). The principal (or other Board staff) provides this form and may assist in its completion as necessary. The challenger forwards the Request for Reconsideration form to the Superintendent of Program.
- 5) Within 30 days of receipt of the Request for Reconsideration form, the Superintendent of Program convenes a meeting of the Central Review Committee.

The Central Review Committee* receives presentations from the challenger and consults with community representatives, "experts in the field", and various Board staff involved in the selection/ approval process.

- 6) The Selection Criteria are applied to the resource in question to determine its current validity or appropriateness in the curriculum.
- 7) The Central Review Committee reaches a decision based on the Selection Criteria and the information presented. The decision is made to:
 - a) retain the learning resource and continue its use in the schools of the Hamilton Board of Education, or
 - b) restrict the learning resource in use in some defined, limited way within the schools of the Hamilton Board of Education, or
 - c) remove the learning resource from use entirely within the schools of the Hamilton Board of Education.
- 8) Within 5 days, the Superintendent of Program provides this decision in writing to the challenger and to the Director of Education and Secretary. The community is then informed as deemed appropriate.

The decision is binding for two calendar years from the date of the decision.

*The Central Review Committee will consist of:

- Superintendent of Program, (Chair)
- Trustee(s)
- Representative(s) from appropriate Principals' associations
- Federation representative(s)
- Parent/Community representative(s)

Members of the Central Review Committee will be appointed by the Board in December of each year.

**REPORT OF THE ACCOMMODATION/CONSOLIDATION OF SCHOOLS/MAGNET
SCHOOLS/SECONDARY SCHOOL REFORM COMMITTEE**

Present: Trustees Cunningham (Chairman), Darby, Johnstone and Mulholland.

Also Present: Trustee Rogers.

Officials Present: E. Bond (Superintendent of Program), P. Gillie (Superintendent - Administrative and Operational Services) and F. Cooke (Assistant Superintendent of Program).

The Committee recommends:

GENERAL

1. That no action be taken with respect to accommodation and consolidation of vocational schools at this time.

2. That the Accommodation/Consolidation of Schools/Magnet Schools/Secondary School Reform Committee investigate the feasibility of establishing a pilot project for a Grade 7-12 school beginning September 1, 1997.

Respectfully submitted

Committee Room
1996 11 14

M. CUNNINGHAM
Chairman

MANDATE

**Accommodation/Consolidation of Schools/Magnet Schools/
Secondary School Reform Committee**

That the Accommodation/Consolidation of Schools/Magnet Schools/Secondary School Reform Committee be reconstituted for 1997 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be: to look into accommodation, consolidation of schools, magnet schools and secondary school reform.

[Adopted at the 1996 05 Program Committee and Board]

ANNEX

ANNEX 1: THE 1997-1998 BUDGETARY
DEFICIT

The 1997-1998 budgetary deficit is estimated at 1.1% of GDP. This deficit is the result of the increase in the interest rate on the foreign debt, which has led to a significant increase in the interest payments on the foreign debt. The deficit is also the result of the increase in the interest rate on the domestic debt, which has led to a significant increase in the interest payments on the domestic debt.

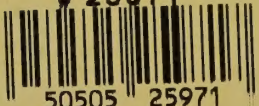
ANNEX 2: THE 1997-1998 BUDGETARY SURPLUS



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